

The A.T.A. MAGAZINE

ELSA A. GUNDESEN

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 26

NO. 2



ARMISTICE DAY PRAYER

*In remembrance of those who made
the Great Sacrifice, O God, make us
better men and women, and give us
peace in our time.*



NOVEMBER, 1945



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PUBLISHED ON THE FIRST OF EACH MONTH

SUBSCRIPTIONS: Per annum; Members \$1.00; Non-members \$1.50; Single Copy, 20c

Volume 26

NOVEMBER, 1945

Number 2

EDITORIAL

FALL CONVENTIONS

WE are on wheels these days making the rounds of the Province by way of the Fall Conventions. There is some compensation for the dislocation of office work resulting from being in one day and out for three or four days, in that the General Secretary is able not only to meet and greet the teachers in Convention assembled, but also to chat individually with scores of teachers who reveal what is in their minds and relieve themselves of their grouches and opinions regarding personal and professional difficulties.

AS one would expect, the status of teachers—their relations with school boards, pupils and public—is uppermost in their minds. However, there are certain specific matters which more prominently than others seem to burden the minds of the teachers.

First of all, they seem to be getting a little bit tired of being told from Parnassus' Heights that teaching is the noblest of all professions; that the teacher is the cornerstone of democracy—patriotism, loyalty, ethical conduct, etc.—and that the really "born" teacher does not teach just for his pay check. In other words, "Take no thought for your life, what ye shall eat, or what ye shall drink; nor yet for your body, what ye shall put on." Of course, teachers do not dispute these things:

in their hearts they know them to be true. On the other hand, as one wise one put it: "That is all right, but they've just got to stop expecting a symphony orchestra for the price of a juke box." Just as true, isn't it?

There is a bitter sense of grievance because in a Province where surplus wealth is abundant (as, for example, is evidenced by money being spent by the tens of millions on liquor, entertainment, investment in victory bonds, etc.) teachers are told there isn't the wherewithal to finance a reasonable standard of education for all boys and girls, nor to provide a respectable standard of living for those who are called upon to nurture the mind of the young adolescent, the future citizen of the Province. Not just the odd teacher, but almost every one without exception, is resentful that when teachers seek better homes for themselves, better schools and better equipment for their children, and release from the prospect of penury when they leave teaching after a life of self-sacrifice and devotion to their charges, they are told that "We would like to do better for all, but just where is the money coming from?"

THE teachers have brains enough to see that the machinery for producing the wherewithal to better the educational system of the boys and girls, and to provide a reasonable standard of comfort and security for themselves, is creaking and inadequate. However, it must be stated in all seriousness and sincerity that the teachers have their professional job to do—that is the main object of their existence; nor have they the right nor the power to provide the machinery for securing the wherewithal to do this job right. It is the duty of the publicly-elected representatives of the people, and not of the teachers, to develop the machinery for providing the wherewithal. Nevertheless, leading educationists with the support and collaboration of the teachers have done more than a little by way of research, and at the expenditure of their own money, energy and study, to point the way to better educational financing.

AFTER all, neither the Government nor the School Boards, parents and public have a right to expect happy, contented schools and teachers in their midst when they want something really worthwhile but want it for little or nothing. This reminds us of a story told some time ago by a distinguished guest of the teachers of Alberta, who travelling through the broad acres of fertile productive lands of this Province, viewing the oil fields, coal fields; and other mineral wealth and resources, remarked casually, "My, to think there should be any question as to whether this Province is able to develop and maintain a system of education second to none on this continent." He followed this remark with a story about how years ago he attended a picnic with some boys in a very scenic part of his Province by the sea, where an old pioneer had cleared about an acre of land, which at the time was covered with fruit trees bearing luscious plums, apples and pears, and

as the boys landed beside the floating wharf they made tracks for the fruit, and the old pioneer called from the house, "Hi, there! Say, you haven't paid for the plums." Perhaps the analogy applies here. The public have paid for the bricks and mortar, for the lumber and plaster, for the desks, etc., of the school, and they have paid for someone to occupy the school and to teach the course of studies laid down by the Department of Education. In the majority of cases, of course, they will get some fruit in the way of ethical, professional regard on the part of the teacher for the welfare of the pupils, but under present circumstances the "plums" are just not being paid for. A case in point: Teachers have a prospect of getting only \$30 a month as a pension, for which they have paid one-half themselves, but have paid again and again in years of devoted service. What a reward! This certainly is no "plum." When the teacher-veterans returning all too often if asked when they are coming back to teaching say, "Well, it is just too bad, but I have got to look at this thing in a hard-headed way. Teaching—what is there in it?" Because they know the answer, they just don't intend to come back. And so we know the answers to "Why Alberta schools are closed by the hundred."

Suggested Guide for Preparing Candidates for Public Speaking

E. McKee, B.A., Mundare

A. MATERIAL: 40%

POINTS TO CONSIDER—

Selection of Material: suitability, use of quotations and illustrations irrelevant data.

General Plan: well organized, rambling, lack of unity.

Length of Speech: satisfactory, too short, too long.

Introduction: clear, suitable, vague, none.

Conclusion: strong, weak, ordinary.

Interest: interesting, common, boring, monotonous.

Grammar: sequence, common errors, slang.

Choice of words: vivid, common, worn-out phrases, colorful.

Style: poetical, grand, common.

B. DELIVERY: 60%

POINTS TO CONSIDER—

Familiarity with Topic: Use of notes, headings.

Voice: pronunciation, enunciation, modulation (high pitched), natural, jerky, monotonous, unnatural.

Posture: approach to audience, position of hands, naturalness of manner.

Manner: pleasing, abrupt, mechanical, hurried, flat, forceful.

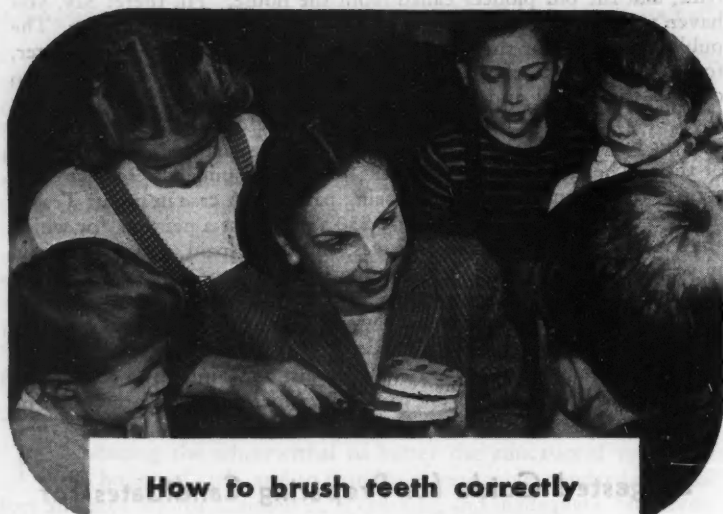
Sincerity: convincing, cynical, artificial, unnatural, strained.

Confidence: confident, at ease, excited, nervous.

Clearness: distinct, blurred, inaudible.

Audience Response: eager, interested, attentive, inattentive, bored.

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City..... Province.....

Grade Taught..... Class Enrollment.....

President's Column =====

Not long ago I attended the Fall Convention of our Local Association. A few days previously I had also visited for half a day at a neighbouring Convention. The attendance of teachers at both of these places was not as large as it has been in past years, but when one made allowance for the closed schools and for those that are under the supervision of Correspondence School instructors, it was evident that practically all of the regular teachers were there. Moreover, with few exceptions, they sat in on practically all of the sessions, some of them long, hard sessions at that.

Possibly the members of these northern Locals are more interested than other teachers, but I hardly think so. They represent an average cross-section of our membership. I am sure that other Local groups have found attendance at their Conventions equally good. Teachers want to attend Conventions and often go to considerable effort and expense to get there. What is it they expect to get from these meetings?

From my own experience I believe that these teachers' gatherings are an important part of the year's program. In rural and village schools, especially, teachers are isolated from fellow members of their profession to a very great extent. . . There is an inspiration that comes from meeting and comparing notes with others, and from listening to speakers who have had a wider and more varied experience than we have had ourselves. It renews our faith in the importance of our work and we go back to our schools renewed in spirit. This, I believe, is the greatest good that comes out of our Fall Conventions. I always feel, too, when I meet these fellow teachers

at Convention time that they are all anxious to learn something more about their work; something that will make them better teachers. Ours is a job in which one cannot become too self-satisfied and just quit growing.

There is something else, however, that I trust you have taken back with you from your Convention, and that is a renewed interest in your association and its work. The annual meeting of the Local marks the beginning of the year's activities. It is the function of the Locals to interest the membership in the affairs of the Association, and the work of the Locals culminates in the business of the A.G.M. In the past much of the work has been done by a few officers. One of the benefits of having councillors elected to serve the Local throughout the year as well as attend the A.G.M., should be that the membership as a whole is brought into closer touch with the business of the Association. I trust that this will be so, and that you will all co-operate with your Local officers and councillors in carrying on the work that is to be done. It is on the Local Association just as much as on the A.G.M., or on the Provincial Executive, that the successful operation of our organization depends.

The Executive is pleased at the co-operation given by the majority of the Locals in organizing the Fall Convention schedule. Many difficulties particularly in securing speakers, had to be overcome this year. However, I feel that the plan of bringing in speakers to supply the inspirational part of our programs is decidedly worth-while. I very much enjoyed hearing and meeting Dr. King who visited our Convention, and am sure other Locals found him

equally stimulating. Our thanks and appreciation go to the Department and Faculty of Education for making members of their staffs available as speakers, and to all those who spoke, whether as guests from within or without the Province. I wish also to express appreciation of

the difficult task done by Mr. Barnett, both in organizing the Convention program and in working tirelessly to make the Conventions successful. Our northern Locals were happy to have him visit us again after an interval of many years.

H. C. MELSNESS.

A Few More Truths . . .

Whence came the insane desire for world power at any cost that precipitated the war from which we have just emerged, and whence the ultra-callousness that during the past few years has shocked the sensibilities of the people of the civilized world? A satisfactory answer to these questions may be found in the life story of Nietzsche, the German philosopher, who died in the year 1900. From it we learn that the logical implications of the doctrine of the survival of the fittest formed the foundation on which Nietzsche based his philosophy of life. What these implications are may be gleaned from the following quotations culled from the writings of prominent scientists:

"Tone it down as you will, the fact remains that Darwinism regards animals as going upstairs, in a struggle for individual ends, often on the corpses of their fellows, often by a blood and iron competition, often by a strange mixture of blood and cunning, in which each looks out for himself and extinction besets the hindmost." (J. Arthur Thomson).

"For his successful progress as far as the savage state, man has been largely indebted to those qualities which he shares (present tense) with the ape and the tiger." (T. H. Huxley).

"Those most successful primitive men from whom civilized peoples

are descended must have excelled in treachery and cruelty, as in quickness of wit and strength of will." (John Fisk.)

"Theology has much to say about original sin. This original sin is neither more nor less than the brute-inheritance which every man carries with him." (John Fisk, "The Destiny of Man," page 103.)

Nietzsche, with characteristic German thoroughness, translated the implications of the doctrine of the survival of the fittest into a code of ethics for the guidance of the German people in their private and international relations. Under this code all kindness of heart was to be thrust aside so that one of the alleged laws controlling evolutionary development might play its part effectively in the mental and physical advancement of the German race. Nietzsche—a neurotic who spent the last ten years of his life in a mental asylum—declared that no pity should be shown to the weak and suffering. To an invalid woman he wrote as follows: "If what I publish be true, a feeble woman like you would have no right to exist." "The weak and botched," he said, "should perish. And they ought to be made to perish." Because of its practical sympathy for the botched and weak, Nietzsche asserted that Christianity was "the greatest of all conceivable

corruptions, the one immortal blemish of mankind."

In this philosopher's ideal world he would have only two classes of people—masters who would strive for power, and slaves who would help them to obtain it. "Such ideas as mercy, pity, and charity," he wrote, "are pernicious, for they mean a transference of power from the strong to the weak, whose proper business it is to serve the strong. Remember that self-sacrifice and brotherliness and love are not real moral instincts at all, but merely manufactured compunctions to keep you from being your true self. Remember that man is essentially selfish."

Again, he says: "Here is the new law, O my brothers, which I promulgate unto you! Become hard, for creative spirits are hard. And you must find a supreme blessedness in imposing the mark of your hand, in inscribing your will, upon thousands and thousands, as on soft wax."

Nietzsche's ideal man was a super-man, "one third brute, one-third devil, and one-third pagan philosopher." Under the rule of the Kaiser the German people, hypnotized by this philosopher's writings, became obsessed with the idea that they were a super-nation. This obsession strengthened the fighting spirit of autocracy and people, and the result was World War I. The Kaiser fled

to Holland, but the fighting spirit, further strengthened by a desire for revenge, continued to flourish, and under a new autocracy it finally blossomed into World War II. Without minimizing in the slightest degree the effects of Hitler's regime, it may truthfully be said that from Nietzsche's writings sprang the hordes of gangsters who found an outlet for their ruffianism in "murder mills" and other abominations. Nietzsche, not Hitler, was the chief war criminal, while his satellites, the German professors and teachers who propagated his views, were accessories before the fact—war criminals all.

During the war Dr. Gilbert Murray and others were busy formulating plans to eradicate from German schools the vicious teaching for which they have become notorious. It should not be necessary to remind the learned doctor that nothing flourishes so luxuriantly as a plant watered by coercion.

NEMO.

NOTICE TO LOCALS

Locals who have not already done so, please send in to Head Office, immediately after election at the Convention, the names of members of your Executive and also of your councillors.

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The Grade X Survey Tests

Second Statistical Report

By C. Sansom, Ph.D.

In recent years it has been common assumption, perhaps conviction, on the part of certain teachers in the Senior High Schools, that pupils coming up to them from the lower grades are not as well grounded in the fundamental knowledges and skills as they used to be in the good old days. In an attempt to get some objective evidence on this question, as to current trends at any rate, the A.T.A. some time ago decided to put in a five-year listing program for pupils entering Grade X. The plan is to give identical tests in Mathematics, Science, English Usage, Social Studies, and Vocabulary, for at least five years to try to find out whether the preparation of students in these subjects is getting better or worse from year to year. The tests were first given in October, 1943, and the results were published in this magazine in July, 1944. The results of the 1944 tests, and comparisons with 1943, are set forth in this report. In addition to the primary purpose of the investigation, as stated above, certain incidental and subsidiary studies have also been made on the basis of the test results. These, also, will be reported in the following paragraphs and the tables appended hereto.

Number of Pupils

The number of pupils included in this report is somewhat less than in 1943. Reasons for this are that fewer completed tests were returned in the first place, and then a further reduction had to be made owing to the fact that the proportions of boys and girls were different in 1944 from what they were in 1943. There is such a large difference in the average scores of boys and girls on

some of the tests that unless the proportions are kept fairly constant from year to year the comparative statistics would be, to some extent, invalidated by this factor alone. To maintain the 1943 ratio of girls to boys, a chance selection of the 1944 papers, either boys' or girls' had to be discarded.

The 1944 Test Results

The tabulated 1944 scores are found in tables 1 to 10 below. The odd numbered tables in the first column give the gross scores for boys and girls separately and combined. The even-numbered tables in the second column give percentile scores over the whole range of talent for boys and girls separately and combined. A fifth column has been added to the percentile tables showing sex differences which will be dealt with later.

Comparative Results, 1943 and 1944

Tables 13 to 18, inclusive, are the important tables bearing on the primary purpose of this study. Tables 13 to 17 show the comparative percentile results for the total scores (boys and girls combined), and Table 18 the comparative mean and medium scores and their critical ratios.

In all these tables a plus sign shows that there was a gain in 1944 over 1943, a minus sign shows that there was a loss.

In General Mathematics, English and Science scores were higher in 1944 than in 1943. But vocabulary and Social Studies were down.

Of the 65 computed percentiles for all the tests (not counting P_{100} and P_0 , which merely mark the limits of the range), 35 show an im-

provement in 1944 over 1943; 30 show a decline.

Table 18 contains the mean and medium differences between 1943 and 1944 and their critical ratios. In this report, all critical ratios are given in terms of the standard error. This means that a critical ratio of *three* is necessary to establish a difference greater than zero between the means or medians of the total groups from which the samples were drawn. If the critical ratio is less than three, an obtained difference in the samples may be due to chance.

The assumptions here are that the samples are unselected, normally distributed, and truly representative of the total populations. Since none of these conditions can be perfectly met in a study of this kind, a ratio somewhat greater than three should probably be considered necessary to establish a real difference.

It will be seen that none of the critical ratios in Table 18 meet this test. Science comes the nearest. With a critical ratio of 2.20 for the difference in the means, the chances are nearly 99 in 100 that beginning Grade X pupils knew more science in 1944 than in 1943, as measured by this test. But this is the strict statistical interpretation based on the above assumptions. It would be as well here to allow quite a margin for major errors in sampling, scor-

ing, and other things, but mainly in sampling.

In Table 18 the mean differences are more dependable than the median differences, Shen's test, given on Page 208 of Garnett's "Statistics in Psychology and Education," shows that the mean is a more reliable measure of central tendency for all these tables than the median.

Conclusion

From all this it follows that the 1944 results are *inconclusive* as showing whether the pupils entering the senior high schools in 1944 had a better or poorer grounding in these five functions than they had in 1943. This was to be expected. A large provincial school system does not jump around as fast as that. It will probably take the full five years proposed for this experiment to establish definite upward or downward trends in this regard, that is, assuming that there are such trends.

Sex Differences

One of the incidental studies growing out of this experiment is that of sex differences. In the 1943 report, it was pointed out that quite significant differences were found in favor of the boys in Science and Social Studies, in favor of the girls in English, with no significant differences in Vocabulary and Mathematics. These findings were all confirmed by the 1944 figures. See

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tables 2, 4, 6, 8, 10, and 12. In all these tables a plus sign is used where the boys are better than the girls, a minus sign when the girls are better than the boys. Of the 65 computed percentiles for all the tests, the boys in 1944 were ahead 36 times, the girls 29 times. The corresponding figures for 1943 were 42 and 23.

Table 12 is the most significant table bearing on sex differences. This shows the mean differences and critical ratios for all the tests, both years. The critical ratios for English (in favor of the girls) and for Science and Social Studies (in favor of the boys) always are larger by a wide margin than the conventional three required for statistical certainty. But the mean differences for Vocabulary and Mathematics fail to meet the test. Science shows the greatest sex difference by a rather strong lead. Vocabulary shifted from a slight boy advantage in 1943 to a rather greater girl advantage in 1944. Mathematics showed a considerably larger margin in favor of the boys in 1944 than in 1943. But there is as yet no certain evidence, so far as this study goes, that either the boys or girls of Grade X are at any advantage over the other sex in Vocabulary and Mathematics.

Country and City

In the January, 1945, issue of this magazine figures were published to show that on the basis of the 1943 results city pupils had quite a strong lead over rural pupils in Vocabulary, English usage, Science, and Social Studies. These findings were again fully confirmed by the 1944 results.

In 1944 the rural sample was drawn from 84 small and widely-scattered rural points. The city sample included all the pupils who wrote on the tests in Edmonton and Calgary.

The facts are all put down for both years in Table 19. It will be seen from the critical ratio column that the greatest difference occurred

in Vocabulary, both years.

Mathematics could be included only in the 1944 report. And this is the only test where the critical ratio is too small to establish a real difference between city and country pupils.

The case of Mathematics is peculiar throughout. One wonders if the subject is being well enough taught in Alberta schools below Grade X, or if the subject-matter is difficult enough, to bring out pupil differences arising from such things as opportunity, or sex. There is a chance, of course, that no such pupil differences exist for Mathematics.

Country, Town, and City

An examination of the town results in 1944 shows that the towns stand much nearer the country points in all these subjects than they do to the cities. The data are shown in Table 20. Seventeen towns were included.

The table shows that while the towns are almost always a little better than the country, the differences are usually small. Town and country stand close together, with the cities well out in the lead. In the case of Mathematics, the rural points have a slight edge on the towns on the basis of the mean scores.

Size of Town

Do pupils attending in the larger towns have any tangible advantage over small-town pupils in the matter of getting an education? It would appear that the advantage is very slight, if any, so far as these subjects are concerned. The towns varied in population, according to the 1941 Dominion Census, from 400 to 2,924. Correlating the median scores against size of town, we get the results contained in Table 21. Only in Science do the larger towns appear to be at a real advantage. The Science coefficient is the only one that is the four times its probable error required for statistical reliability. In Mathematics and Social Studies

The A.T.A. Magazine

there is no suggestion of advantage for the larger towns.

It is true that the number of cases here is only 17, and that too close an interpretation should not be placed on these results. Still, taken in connection with their probable errors, the coefficients are much more reliable than guesswork, or anybody's mere opinion on this question.

Consistency of the Towns

Regardless of size, do those towns which stand high in one subject tend to stand high also in all or most of the other subjects? Some light on this question is given in Table 22, which indicates the rank-order standing of the towns in each of the subjects. The towns were numbered by pure chance from one to seventeen.

It is clear that there is much variation in relative town achievement in the different subjects. But there are some clear cases of consistency too. Town 17 stands in first or second place in four subjects, and only fifth from the top in the fifth subject. Town 11, on the other hand, is found in the bottom two places in four subjects, and fifth from the bottom in the other. Towns 10 and 12 are also generally low in comparison with towns 2 and 3, which are relatively high in most of the subjects.

Another way to get at this question is to correlate the subject medians against one another in pairs. There are ten such correlations, and the results appear in Table 23, arranged in order of size of coefficient. Apparently towns that are good in Mathematics stand a pretty good chance of being good in Social Studies and English. But a good vocabulary carries with it no suggestion of excellence in Social Studies or Mathematics. Here again the results should be interpreted generously, and always in relation to the probable error.

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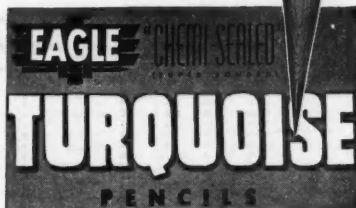


TABLE 1—VOCABULARY SCORES

Score	Girls	Boys	Total
55-60	27	14	42
50-54	48	43	91
45-49	101	84	185
40-44	123	70	193
35-39	110	94	204
30-34	140	119	259
25-29	180	130	310
20-24	170	136	306
15-19	91	75	166
10-14	35	28	63
5-9	5	8	13
TOTAL	1050	781	1831

TABLE 2—MATHEMATICS SCORES
Grade X Survey Tests, October, 1944

Score	Girls	Boys	Total
35-41	2	1	3
30-34	2	3	5
25-29	9	12	21
20-24	21	28	49
15-19	39	51	90
10-14	47	59	106
5-9	81	80	161
0-4	106	81	187
15-17	145	102	247
12-14	164	131	295
9-11	187	182	369
6-8	155	134	289
3-5	89	89	178
0-2	12	10	22
TOTAL	1472	1295	2767

TABLE 3—ENGLISH SCORES
Grade X Survey Tests, October, 1944

Score	Girls	Boys	Total
55-60	16	6	22
50-54	65	28	93
45-49	119	54	173
40-44	176	97	273
35-39	236	121	357
30-34	310	159	469
25-29	402	228	630
20-24	479	280	759
15-19	545	326	871
10-14	381	218	599
5-9	181	104	285
TOTAL	2811	1732	4543

TABLE 4—SCIENCE SCORES
Grade X Survey Tests, October, 1944

Score	Girls	Boys	Total
57-60	0	0	0
54-56	5	9	14
51-53	6	26	32
47-50	22	56	78
43-47	59	86	145
40-44	81	119	191
36-39	130	122	252
32-35	107	148	255
28-31	15	99	114
24-27	164	82	246
20-23	227	56	283
16-19	88	18	106
12-15	32	12	44
8-11	17	3	20
4-7	6	3	9
0-3	2	0	2
TOTAL	1087	818	1905

TABLE 5—SOCIAL STUDIES SCORES
Grade X Survey Tests, October, 1944

Score	Girls	Boys	Total
75-80	10	20	30
70-74	35	47	82
65-69	84	92	176
60-64	162	147	309
55-59	188	198	386
50-54	180	193	373
45-49	162	91	253
40-44	118	45	163
35-39	70	81	151
30-34	39	17	56
25-29	31	10	41
20-24	17	8	25
15-19	6	3	9
10-14	2	1	3
5-9	7	0	7
TOTAL	1402	1711	3113

TABLE 6—VOCABULARY PERCENTILE SCORES
Grade X Survey Tests, October, 1944

Percentile Points	All Scores (1831)	Girls (1050)	Boys (781)	Difference Boys-Girls
P ₁₀₀	52.50	52.50	52.50	0.00
P ₉₀	33.70	34.00	33.80	-0.20
P ₈₀	27.88	28.01	27.83	-0.08
P ₇₀	22.73	23.12	22.06	-0.96
P ₆₀	18.46	18.98	17.93	-1.05
P ₅₀	13.87	13.77	13.97	+0.20
P ₄₀	9.83	10.16	9.47	-0.69
P ₃₀	6.87	7.08	6.68	-0.40
P ₂₀	4.74	5.01	4.47	-0.54
P ₁₀	2.68	2.89	2.49	-0.40
P ₅	1.18	1.22	1.14	-0.08
P ₁	0.66	0.66	0.66	0.00
P ₀	0.00	0.00	0.00	0.00

TABLE 7—MATHEMATICS PERCENTILE SCORES
Grade X Survey Tests, October, 1944

Percentile Points	All Scores (1831)	Girls (1472)	Boys (1295)	Difference Boys-Girls
P ₁₀₀	41.50	41.50	41.50	0.00
P ₉₀	30.76	29.76	31.67	+1.91
P ₈₀	24.78	23.68	25.97	+2.29
P ₇₀	20.45	19.84	21.27	+1.43
P ₆₀	16.94	16.32	17.75	+1.43
P ₅₀	12.46	12.06	12.89	+0.83
P ₄₀	9.10	8.70	9.51	+0.81
P ₃₀	6.50	6.10	6.90	+0.80
P ₂₀	4.50	4.10	4.90	+0.80
P ₁₀	2.50	2.10	2.90	+0.80
P ₅	1.00	0.60	1.40	+0.80
P ₁	0.00	0.00	0.00	0.00

TABLE 8—ENGLISH PERCENTILE SCORES
Grade X Survey Tests, October, 1944

Percentile Points	All Scores (4543)	Girls (2811)	Boys (1732)	Difference Boys-Girls
P ₁₀₀	100.00	100.00	100.00	0.00
P ₉₀	82.87	83.45	82.86	-0.59
P ₈₀	67.80	68.75	66.79	-1.96
P ₇₀	55.56	56.19	54.99	-1.20
P ₆₀	43.74	43.16	44.35	+1.19
P ₅₀	30.11	31.75	28.40	-3.35
P ₄₀	17.50	17.99	17.01	-0.98
P ₃₀	10.45	10.48	10.42	-0.06
P ₂₀	6.14	6.10	6.18	+0.08
P ₁₀	3.48	3.43	3.53	+0.10
P ₅	1.64	1.64	1.64	0.00
P ₁	0.00	0.00	0.00	0.00

TABLE 9—SCIENCE PERCENTILE SCORES
Grade X Survey Tests, October, 1944

Percentile Points	All Scores (1905)	Girls (1087)	Boys (818)	Difference Boys-Girls
P ₁₀₀	91.50	91.50	91.50	0.00
P ₉₀	75.12	75.55	74.65	-0.90
P ₈₀	63.07	63.55	62.59	-0.96
P ₇₀	51.17	50.27	52.07	+1.80
P ₆₀	39.82	37.92	41.91	+3.99
P ₅₀	27.79	25.97	29.60	+3.63
P ₄₀	15.98	13.91	18.20	+4.29
P ₃₀	8.86	6.87	10.85	+1.98
P ₂₀	4.44	2.93	5.95	+3.02
P ₁₀	2.08	0.84	3.32	+2.48
P ₅	0.59	0.45	0.74	+0.29
P ₁	0.00	0.00	0.00	0.00

TABLE 10—SOCIAL STUDIES PERCENTILE SCORES
Grade X Survey Tests, October, 1944

Percentile Points	All Scores (3113)	Girls (1402)	Boys (1711)	Difference Boys-Girls
P ₁₀₀	90.50	90.50	90.50	0.00
P ₉₀	73.10	73.23	72.97	-0.26
P ₈₀	67.64	65.62	69.50	+3.88
P ₇₀	62.25	61.66	62.80	+1.14
P ₆₀	57.10	56.78	57.42	+0.64
P ₅₀	50.15	48.27	52.03	+3.76
P ₄₀	42.29	40.37	44.21	+3.84
P ₃₀	34.32	32.39	36.25	+3.86
P ₂₀	26.35	24.32	28.38	+4.06
P ₁₀	18.38	16.35	20.41	+4.06
P ₅	10.41	8.38	12.44	+4.06
P ₁	2.44	0.41	4.41	+4.00
P ₀	0.00	0.00	0.00	0.00

TABLE 11—STATISTICS OF THE MEANS
Grade X Survey Tests, October, 1944

SUBJECT	Vocab.	Math.	Eng.	Science	Soc. St.
Total Scores	1881	1861	1775	1897	1824
All Girls	1080	1072	939	1087	1081
Boys	781	789	786	810	771
Percentile Points	60	50	100	60	80
Mean Scores	All Scores 51.88	44.31	73.78	55.83	55.50
Girls	32.17	34.99	75.83	34.31	34.70
Boys	31.45	14.78	71.46	38.38	36.00
Standard Deviations	All Scores 11.52	7.83	10.80	7.50	11.80
Girls	11.89	7.98	10.40	7.33	11.78
Boys	11.52	7.77	10.90	7.17	11.82
Standard Deviations	All Scores 265	171	264	172	274
Girls	246	216	231	219	237
Boys	405	277	299	217	418
P. E. (Means)	All Scores 179	115	173	116	185
Girls	233	146	223	148	241
Boys	272	187	252	166	285

TABLE 12—MEAN DIFFERENCES, BOYS AND GIRLS, 1943 AND 1944
Grade X Survey Tests

Subject	1943		1944	
	Mean Difference Boys + Girls	Critical Ratio	Mean Difference Boys + Girls	Critical Ratio
Vocab.	+0.15	0.32	-0.72	1.36
Math.	+0.25	0.81	+0.73	2.08
Eng.	-4.74	19.09	-4.16	0.14
Science	+4.45	14.47	+4.28	11.77
Soc. St.	+4.44	11.31	+4.33	7.87

TABLE 13—PERCENTILES, TOTAL SCORES, 1943 AND 1944
GRADE X SURVEY TESTS
VOCABULARY

Percentile Points	1943	1944	Difference (1944-1943)
P ₁₀₀	60.50	60.50	-
P ₉₀	52.78	53.79	+1.01
P ₈₀	47.89	47.99	+0.10
P ₇₀	42.57	42.73	+0.16
P ₆₀	40.46	40.56	+0.10
P ₅₀	38.47	38.07	-0.40
P ₄₀	34.73	33.85	-0.88
P ₃₀	31.51	30.67	-0.84
P ₂₀	28.35	27.64	-0.74
P ₁₀	25.37	24.68	-0.69
P ₀	23.77	23.15	-0.62
P ₁₀	22.05	21.68	-0.40
P ₂₀	18.25	17.80	-0.45
P ₃₀	14.52	12.78	-1.74
P ₄₀	6.50	4.50	-

TABLE 14—PERCENTILES, TOTAL SCORES, 1943 AND 1944
GRADE X SURVEY TESTS
MATHEMATICS

Percentile Points	1943	1944	Difference (1944-1943)
P ₁₀₀	41.50	41.50	-
P ₉₀	29.52	30.78	+1.26
P ₈₀	23.80	24.72	+0.92
P ₇₀	19.54	21.43	+1.89
P ₆₀	17.97	18.94	+0.97
P ₅₀	16.74	17.46	+0.72
P ₄₀	14.59	15.37	+0.78
P ₃₀	12.61	13.37	+0.76
P ₂₀	11.62	11.42	-0.20
P ₁₀	9.45	9.49	+0.07
P ₀	8.62	8.52	-0.10
P ₁₀	7.14	7.57	+0.43
P ₂₀	5.84	6.06	+0.22
P ₃₀	3.28	3.19	-0.09
P ₄₀	0.00	0.00	-

TABLE 15—PERCENTILES, TOTAL SCORES, 1943 AND 1944
GRADE X SURVEY TESTS
ENGLISH

Percentile Points	1943	1944	Difference (1944-1943)
P ₁₀₀	100.50	100.50	-
P ₉₀	93.28	93.45	+0.17
P ₈₀	88.47	88.75	+0.28
P ₇₀	84.61	84.59	-0.02
P ₆₀	82.03	82.16	+0.13
P ₅₀	81.66	81.75	+0.09
P ₄₀	79.93	79.90	-0.03
P ₃₀	76.57	76.48	-0.09
P ₂₀	73.50	73.80	+0.30
P ₁₀	70.46	70.54	+0.08
P ₀	68.74	68.71	-0.03
P ₁₀	66.69	66.53	-0.16
P ₂₀	61.35	61.14	-0.21
P ₃₀	56.00	54.69	-1.31
P ₄₀	46.50	39.50	-7.00

TABLE 16—PERCENTILES, TOTAL SCORES, 1943 AND 1944
GRADE X SURVEY TESTS
SCIENCE

Percentile Points	1943	1944	Difference (1944-1943)
P ₁₀₀	60.50	60.50	-
P ₉₀	50.87	51.86	+0.99
P ₈₀	46.92	46.98	+0.06
P ₇₀	43.96	44.12	+0.16
P ₆₀	42.87	43.01	+0.14
P ₅₀	41.79	41.93	+0.14
P ₄₀	39.77	40.00	+0.23
P ₃₀	37.84	38.20	+0.36
P ₂₀	34.86	34.85	-0.01
P ₁₀	34.11	34.63	+0.52
P ₀	33.11	33.29	+0.18
P ₁₀	31.91	32.10	+0.19
P ₂₀	28.99	29.97	+0.98
P ₃₀	23.96	24.55	+0.59
P ₄₀	14.50	14.50	-

TABLE 17—PERCENTILES, TOTAL SCORES, 1943 AND 1944
GRADE X SURVEY TESTS
SOCIAL STUDIES

Percentile Points	1943	1944	Difference (1944-1943)
P ₁₀₀	90.50	90.50	-
P ₉₀	71.54	71.19	-0.35
P ₈₀	66.29	66.29	-
P ₇₀	61.79	61.84	+0.05
P ₆₀	59.81	59.81	-
P ₅₀	58.24	58.27	+0.03
P ₄₀	56.25	56.27	+0.02
P ₃₀	52.45	52.25	-0.20
P ₂₀	49.64	49.03	-0.61
P ₁₀	46.06	45.71	-0.35
P ₀	44.22	43.89	-0.33
P ₁₀	42.01	41.59	-0.42
P ₂₀	38.54	38.30	-0.24
P ₃₀	37.22	35.28	-1.94
P ₄₀	14.50	4.50	-

TABLE 18—COMPARATIVE RESULTS, 1943 AND 1944
Grade X Survey Tests

Subject	Mean Difference (1944-1943)	Critical Ratio	Median Difference (1944-1943)	Critical Ratio
Vocab.	-37	1.65	-34	1.80
Math.	+41	1.69	+36	1.86
Eng.	+34	.98	+28	.76
Science	+51	2.20	+47	2.86
Soc. St.	-51	1.56	-52	1.11

TABLE 19—COMPARATIVE RESULTS, CITY AND COUNTRY
Grade X Survey Tests, 1943 and 1944

Subject	Year	No. City Pupils	No. Country Pupils	Mean City	Mean Country	Mean Difference	Critical Ratio
Vocabulary	1943	243	288	54.43	50.41	4.02	8.69
	1944	415	290	58.59	50.38	7.26	13.31
English	1943	286	290	77.50	72.83	4.67	8.03
	1944	356	279	77.81	71.87	5.94	11.77
Science	1943	260	230	57.84	54.44	3.40	8.84
	1944	438	282	58.72	54.63	4.09	10.84
Soc. St.	1943	220	291	57.70	52.41	5.29	9.73
	1944	410	293	56.38	52.44	3.94	6.38
Math.	1943	409	290	61.11	54.97	6.14	2.60

TABLE 20—COMPARATIVE RESULTS
COUNTRY, TOWN, AND CITY
Grade X Survey Tests, October, 1944

Subject	Mean	Median
Vocabulary	City 56.70 Town 51.86 Country 50.38	57.27 50.54 57.06
Mathematics	City 61.11 Town 58.28 Country 54.97	61.40 58.28 54.97
English	City 77.81 Town 73.90 Country 71.87	78.70 73.46 72.54
Science	City 58.72 Town 54.83 Country 54.63	58.59 54.74 54.58
Social Studies	City 55.99 Town 53.17 Country 52.44	57.99 53.49 53.61

TABLE 21—CORRELATIONS OF MEDIAN SCORES
AGAINST SIZE OF TOWN

Subject	r
Vocabulary	+ .34 ± .16
Mathematics	+ .07 ± .16
English	+ .30 ± .14
Science	+ .32 ± .12
Spelling	-.01 ± .16

TABLE 22—BANKER'S STANDING OF 17 TOWNS
Grade 8 Survey Tests, October, 1944

Town	SUBJECT				
	Voc	Math	Eng	Sc	Sp
1	5	16	5	4	11.5
2	12	7	8	5	5
3	10	10	11	11	11
4	10.5	10	11	8.5	4.5
5	10	10	11	12.5	11.5
6	10	10	11	12.5	11.5
7	10	10	11	12.5	11.5
8	10	10	11	12.5	11.5
9	10	10	11	12.5	11.5
10	10.5	10.5	10.5	10.5	10.5
11	10	10	11	12.5	11.5
12	10	10	11	12.5	11.5
13	10	10	11	12.5	11.5
14	10	10	11	12.5	11.5
15	10	10	11	12.5	11.5
16	10	10	11	12.5	11.5
17	10	10	11	12.5	11.5

TABLE 23—CORRELATIONS OF SUBJECTS IN 17 TOWNS
Grade 8 Survey Tests, October, 1944

Subjects		r
Math.	vs. Spelling	+ .07 ± .16
Math.	vs. English	+ .37 ± .19
Eng.	vs. Spelling	+ .02 ± .11
Science	vs. Spelling	+ .31 ± .11
Math.	vs. Science	+ .45 ± .12
Math.	vs. Vocabulary	+ .39 ± .12
Eng.	vs. Vocabulary	+ .35 ± .14
Eng.	vs. Science	+ .30 ± .14
Vocab.	vs. Spelling	+ .18 ± .15
Vocab.	vs. Mathematics	+ .05 ± .11

In spite of the availability again of natural rubber from the Far East, the *Castilla tree*, found from Mexico to Peru, may contribute to the future needs of the Western Hemisphere because its milky juice has certain special qualities.

Re Analysis of Salary Schedule of Castor School Division

We are pleased to note that the Castor Divisional Board interprets the salary schedule for that Division as follows, rather than as published in September - October issue of THE A.T.A. MAGAZINE.

1st year	1000
2nd year	1060
3rd year	1220
4th year	1280
5th year	1340
5-year total	5900
6th year	1400
7th year	1460
8th year	1520
9th year	1520
10th year	1520
10-year total	13320

The Scientific Method

"I am not one of those who hold that there is a scientific method as such. The scientific method, as far as it is a method, is nothing more than doing one's damndest with one's mind, no holds barred. What primarily distinguishes science from other intellectual enterprises in which the right answer has to be obtained is not the method but the subject matter."

P. W. Bridgman, *The Prospect for Intelligence*, The Yale Review, Spring, 1945.

Chemical treatment of dirt roads with a small quantity of resinous material makes the earth water-repellent and keeps the road dry.

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The A.T.A. Magazine

The Easy Way to Tell A DIFFICULT STORY



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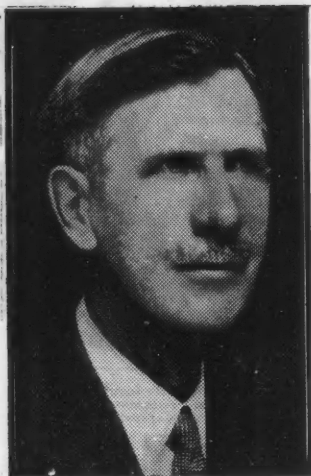
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Obituaries



JAMES A. DAVIDSON

James A. Davidson: a well-known Southern Alberta educationist, passed away at Lethbridge, on Tuesday, September 25. Mr. Davidson had been principal of Central School, Lethbridge, since 1918.

Mr. Davidson was born in Drayton, Ontario, in 1876. He took his teacher-training course in Toronto, and taught in Ontario for a time. He came west in 1904 to teach in Clarkson, Idaho; and from there he went to Calgary in 1906, when he left the teaching profession for a time. He resumed teaching as principal at Okotoks, and later went to Claresholm and then to Lethbridge.

Mr. Davidson took an active part in community life as a member of the Kiwanis Club, of the Lethbridge Lodge and also of the Southminster Church of Lethbridge. In his Kiwanis work he was always active in the promotion of the work of the Boys' and Girls' Calf Club. Also he was keenly interested in sports. As Mr. A. J. Watson, Superintendent of

Schools for Lethbridge, said, "Mr. Davidson was not only active in his chosen profession but also in community activities and the activities of his Church. Central School loses a very fine principal, and his colleagues a good friend. He was noted for his wonderful memory of his former students and had always shown a keen interest in their progress."



ISABELLA T. McDONALD

There passed away, at Edmonton, on October 19, Miss Isabella Taylor (Molly) McDonald, one of the city's well-beloved teachers.

Taking her normal school training at Camrose, Miss McDonald taught at several country points; and after graduating in Arts from the University of Alberta, she joined the city staff and taught for a number of years at McDougall High School.

Due to failing health, she had

been on leave of absence from the Edmonton Public School Board for over three years.

Her rich fund of general knowledge, her keenness of intellect and her familiarity with English literature make her loss to Edmonton schools a great one.

Her buoyant spirit endeared her to those with whom she came into contact and her courage during a long illness makes her an unforgettable character to all who knew her.

MRS. J. BOWLING

Word has been received of the death at Faulkner, Maryland, of Mrs. J. Bowling (Ethel Sheppy). For eleven years before her marriage, Mrs. Bowling was a valued member of the Calgary Public School staff. In the King George School district, the news of her death has brought grief to the many parents whose children she taught so successfully and understandingly; and among whom she lived during those years as a good friend and neighbor.

Community Centre at Sangudo . . .

By R. A. Morton

The concept of the village green as a focus for social and recreational activity is being revived in the modern community centre. Because the post-war world upon which we have recently entered in such a bewildering fashion promises to provide more leisure time, some direction must be given as to how and where that leisure time should be spent. The community centre, whether in a large city or in a small rural community, can be the answer to this problem. Realizing this, the Ministry of Education in England is laying extensive plans for the construction and maintenance of hundreds of centres in communities all over the country. In Canada, fifteen cultural organizations have urged the Special Parliamentary Committee on Reconstruction to recommend an expenditure of at least ten million dollars on community centres in Canada. Such a centre might include an auditorium and gymnasium, a library, a craft room, music room, art gallery, a club meeting room and a kitchen. Grouped around the building outside one would probably find a tennis court, a badminton court, swimming pool, ball diamond and facilities for other outdoor games. These proposals

for large centres, essentially urban in character, sound good and seem necessary; but what of the small rural village?

This is an account of the efforts which are being put forth by one rural village community centre organization to provide at least some of the features which the larger centres can enjoy. There is an alarming drain of rural population toward the city, which, if it continues, will create serious economic and social problems. One of the reasons for this flow toward the metropolitan areas is certainly related to the facilities for recreation which, though comparatively plentiful in the city, are all but completely lacking in most rural areas. Sangudo, a small village on the Whitecourt line of the C.N.R., north-west of Edmonton, is making an attempt to utilize the available resources, human and otherwise, in and around the village in order that rural living may be made more interesting and worth while.

Let me take you to our village. A gravelled highway, recently completed, will bring us into the village from the north, and you will note immediately that here is no dead town.

Almost everywhere you can see buildings either under construction or recently completed. Sangudo is moving ahead, and while we do not expect to be able to compete with Edmonton for some time, progress is in the air.

Evidences of the work of the Community Centre are not likely at first to be very apparent, but right here on main street you cannot help but see the large red notice board, erected by the Centre to let everyone know what activities are pending. A large calendar for the month has a prominent place in the centre of the board and on it every event scheduled for that month is posted. Anyone can make use of the bulletin board to advertise coming events. The responsibility for this service rests with a Calendar Committee appointed by the Centre executive, which sees that events are spaced throughout the year so that there will be no crowding or overlapping, and no gaps.

The bulletin board tells us that "Higher and Higher" is being shown this Saturday and Monday in the Community Centre auditorium. Here a word of explanation is in order.

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Shortly after the organization was formed in 1944, a new 16mm sound projector was purchased on a share-loan basis, twenty-six members participating. We now have a contract with General Films, Regina, and regular showings are presented each weekend. While the business is run by the executive, a special selection committee of townspeople chooses the pictures to be shown. An attempt is made to show the best possible pictures obtainable, consistent with the varied tastes of many types of people. The projectionists, ushers, ticket-sellers and takers are all volunteers. Profits from this enterprise are used, in the first place, to repay the original loans. In about eighteen months from date of purchase this will be completed and subsequent profits will be directed wholly to various phases of community work.

But let us return to the bulletin board. The library, it tells us, is open each Wednesday from 3 to 5 p.m. Assuming this to be Wednesday let us walk up the street a short distance to the Legion Hut. A sign points the way to the library which is on the second floor. The Community Centre has two rooms in this building, one of which is devoted to the library, the other to meetings and club work. As we might expect, the library is small, but, in addition to many of the old favorite books without which no library is complete, quite a number of recent volumes are in evidence. Although the greater proportion of the six hundred and fifty books were donated when the library was first organized, during the past year the Centre organization has spent almost one hundred and fifty dollars on new books. Advantage is being taken of the Extension Library of the University to supplement our selection.

In the cupboards of the club room we find Art Club supplies, including oil paints and brushes, linoleum and lino tools as well as plasticine for

modelling practice. This energetic club has a membership of seventeen persons of all ages and from many walks of life. The meeting room itself is decorated and furnished largely through the efforts of the ladies who make up the Library Committee. On the wall is a map of Sangudo and district compiled by last year's Grade X class. Near it are a number of plans for a community building designed by the same class.

After leaving the Legion building we move on toward the hall. On the way, however, we must point out the skating rink and the tennis courts which are organized through and subsidized by the Centre. Many parents have stated that these wholesome outdoor sport centres are of immeasurable value to all of the children in this area. The hall is located on the outskirts of the village and recently was acquired by the Centre organization. As funds are available sport equipment will be installed, the seating arrangements made more comfortable, and every effort made to have the hall serve the whole of the community.

But who does all the work, you ask? The executive, of course shares the greatest responsibility, but it is worthy of note that more than twenty persons have found a niche in community centre work. This group includes teachers, merchants, bank employees, the school division secretary, the auctioneer, railway workers and many wives and mothers. To really understand the full impact of the community organization on the village and environs, one must pry into the lives of the people themselves. Take, for example, the boy who is thrilled when he first learns to put paint to canvas, the farm family which comes many miles to see the Saturday night movie, or the girl in the singing club who finds that she can carry an acceptable alto part.

And what of the future? The best is yet to come. Sangudo is just get-

ting warmed up to the idea. The community is seeing its needs and means are being found to meet them. Rest-room facilities are needed and the Centre with the co-operation of the village council is preparing to meet that need. Wholesome social times for young people are desirable and the young people's organization is doing something about it. The Sangudo Community Centre is looking forward to the day when rural and village people, in this area at least, will have all the recreational and cultural advantages now offered to those in the city.

We have found that while an expensive building is desirable, it is not necessary; and that much can be done with meagre facilities. What is needed, primarily, is a realization of the resources already in the community and the courage and confidence to make use of these resources to the fullest extent.

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PRESIDENTIAL ADDRESS

to the Canadian Teachers' Federation Twenty-fourth Convention

Delivered by

Dr. Floyd Willoughby

at Vancouver in August, 1945

It is customary on such occasions as this for the President of an organization to give a brief review of the year's activities and to endeavor to make suggestions concerning the future. In attempting to do this I shall endeavor to confine my remarks to those activities with which, as your President, I have been personally concerned so that there will be as little duplication as possible between what I have to say and the report of the General Secretary.

Immediately upon my return home from the last convention, I was called upon as your representative to address the National Convention of the Canadian Weekly Newspapers' Association.

In preparation, and at the request of the Secretary of that Association, we had four hundred copies of the address mimeographed so that a copy could be placed in the hands of each delegate. From reports received we have reason to believe that by this means educational problems received rather wide publicity through the weekly press in many sections of the country.

In September, as your President, I was invited to attend the initial meeting of the Canada and United States Committee on Education at Niagara Falls and have since received official word of my appointment as a member of that Committee. On that occasion Dr. LaZerte and I joined with other Canadian and American educationists in discussing ways and means by which better understanding between our two nations may be fostered through education.

As rather wide publicity has been given to this Meeting and to the aims of the Committee, I shall not attempt a summary of the proceedings but would like to give you one or two impressions that I gathered during the Conference:

- (1) There was undoubtedly a strong conviction in all our hearts that civilization itself may well be at the crossroads, and if we neglect, this time, to use education to build on solid foundations that new-world order which we have seen emerging at Dumbarton Oaks and San Francisco, democracy and civilization may well slip from our grasp. I shall make further reference to this later in my address.
- (2) A second impression that I received at the Conference is that there is always a danger of such Committees and discussions becoming purely academic in character. To obtain the desired results of better understanding, goodwill and friendship among nations, a practical program designed to this end must find its way into the minds and hearts of the teachers and through them into the lives of the pupils. What better way can this be done than by having strong teacher-representation on such Committees, and close co-operation with our own Organizations? It seems to me that this is the only way that maximum results can be secured.

Shortly after my return from Niagara Falls, I was one of your representatives at the Convention of the

Canada and Newfoundland Education Association in Toronto. There I met Dr. Crutchfield and Mr. Miller and we had the opportunity of discussing together the affairs of our Organization. Part of this discussion centered around the proper method of dealing with the Brief on Education, adopted at the last Conference, which it was proposed should be submitted to the Prime Minister and his government. A copy of a letter which I had drafted was discussed and adopted. However, shortly after my return home and before further action could be taken, the man-power crisis developed and it became evident that no action could be expected from the government pertaining to Federal Aid for Education before the election of a new Parliament. So there the matter rests for the further consideration of this Convention.

While I was in Toronto I had the opportunity of meeting and speaking to a representative group of the leaders of the Teachers' Federations in and around that city, at a dinner meeting arranged for that occasion, and needless to say I enjoyed immensely the privilege and the gracious hospitality extended to me on that occasion.

Incidentally I did attend the sessions of the C.N.E.A., for which Dr. Crutchfield, Mr. Miller and Mr. McLeod can vouch. The most important thing coming out of that Convention from our standpoint was a resolution which was passed asking for Dominion Aid for Education on a per capita basis. This at least committed the C.N.E.A. to the principle of Federal Aid which is a big step forward.

During the autumn, winter and spring all of the officers of our Organization had the opportunity of travelling from one section of the country to another to speak in the interests of Education and National Unity, under the auspices of the Wartime Information Board. Speaking for

Manitoba, we were very happy indeed to have Mr. Miller and Miss Truax address such meetings as could be arranged. Their visits resulted in valuable publicity for education and the Canadian Teachers' Federation and their messages were very timely and splendidly received by all who heard them.

Dr. Crutchfield had to pass us by pretty largely on his long trip to this city and back home at Easter, in order to keep speaking engagements here and in Alberta and Saskatchewan, but I am sure from what I have heard that he made an equally fine contribution to the cause of education and national unity wherever he spoke.

My own trips took me during the winter and early spring across the country from Victoria to Charlottetown and I have had the unusual opportunity and privilege of visiting every province of the Dominion during my term of office and discussing with the officers of the Provincial Organizations the affairs of our National Federation, as well as presenting as best I could to the teachers and the public the case for education in both national and international fields.

I shall never forget the very gracious treatment accorded to me on those trips. Everywhere I received nothing but the utmost kindness and co-operation from all with whom I came in contact and I assure you that your gracious hospitality will always remain green in my memory.

In passing I would like to pay a tribute to the Wartime Information Board for making possible the trips undertaken by your officers. It is indeed a very important recognition of the value of Education, of this National Organization of Teachers and of the teaching profession generally.

At this time also I should like to acknowledge publicly my great indebtedness to my own School Board and the Superintendent of the Winnipeg

Schools, Dr. J. C. Pincock, for making it possible for me to be absent from my usual duties, on all of those occasions when I have been away from home in connection with the affairs of this Organization.

The knowledge that I have had the utmost co-operation and support of the Winnipeg Public School Board and my own Superintendent has meant much to me, and, I hope, to the Canadian Teachers' Federation during the past year. I am sure that you will agree with me that nothing could be more public-spirited than their action in assuring me on my return from last year's convention that whenever I felt it necessary to absent myself from my usual duties in connection with the affairs of this National Organization of teachers, that I was to make my own plans with the assurance that I had their full support and co-operation, and my salary would be forthcoming as usual.

In considering C.T.F. matters with Executive members and the officers of the Provincial Organizations, we found our discussions centering around two or three main topics.

(1) What further steps could be taken in the immediate future to forward the cause of Federal Aid for Education, for nothing can be more apparent than that all major educational reforms depend upon greatly increased financial support.

In view of the strong resolution passed at our last Convention and in view of the Dominion Election then pending, there was strong support for the view that an effort should be made to obtain the views of candidates on this important question. Consequently, a letter was drafted and sent out to the Provincial Organizations for consideration. However, before any further steps could be taken, I received a communication from Mr. Barnett containing a copy of an open letter which had been drafted by a

Committee from the Alberta Teachers' Association and the Alberta Trustees' Association.

This letter had already received the approval of Mr. Ottewell, the President of the Canadian Teachers' Association, acting for that Organization, and Mr. Barnett suggested that it would probably meet our needs and, if I would approve it on behalf of the Canadian Teachers' Federation, it could be sent out to candidates for election to the Dominion House with the backing of both National Organizations, and consequently would carry much greater weight than a separate letter sent out by our Organization.

I read this letter carefully and felt that the cause of Federal Aid for Education could be better served by this joint open letter than by any other means available at that time, and, as it was impossible for me to consult the other Executive members in time to take the action contemplated, I gave my approval of the letter on behalf of the Canadian Teachers' Federation.

Mr. Barnett was then authorized to have a sufficient number printed to supply the needs of the Provincial Organizations and to forward them to the Provincial Offices.

It was only intended that they should be used in any province with the approval of the Provincial Federation of Teachers concerned, and I believe that some Provincial Executives did not so approve, which was quite in order.

I have given this somewhat lengthy explanation in view of the fact that the question of the legality of candidates for Parliament answering the questions in the letter was raised.

The legality of the matter, of course, never occurred to me, nor, I am sure, to anyone else concerned. Our only thought was to forward the cause of Federal Aid, and I make no

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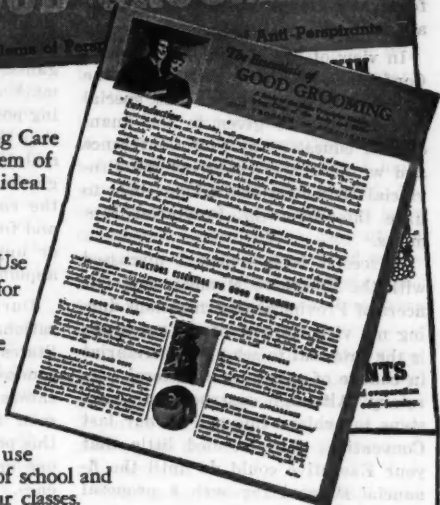
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apology for my action in approving the letter on behalf of this Organization.

I felt that such a letter was the logical result of the campaign for Federal Aid for Education which has received the unanimous support of our Annual Conventions for several years past and, personally, I am in favour of carrying the campaign to its logical conclusion, and I feel sure that the sending of this letter will do much to focus attention on this most important problem.

In view of the Dominion-Provincial Conference we have written to the Prime Minister urging that special consideration be given to the financing of education by that Conference and we have also contacted the Provincial Organizations asking them to urge this upon the Provincial Premiers.

A second topic which I discussed with the Executive Members and Officers of Provincial Organizations during my visit to most of the provinces is the proposal to set up a secretariat in charge of a full-time General Secretary. Although instructed to take steps to achieve this end at our last Convention, there seemed little that your Executive could do until the financial support for such a proposal is definitely assured.

It may be that this assurance will be forthcoming at this Convention and I assume that the Finance Committee will have the matter under consideration. In the hope that it may be found possible to take definite action in the matter at the conclusion of this Convention, I have endeavoured to secure suggestions from the different provinces as to personnel that might be considered for the office, and such information as I have is available for the use of any Committee which you may appoint to deal with the matter. I may say that I have found almost unanimous opinion that such a secretariat should be established at the

earliest possible moment and if the Finance Committee finds that it can give us the green light I would strongly recommend that the Policy Committee give careful consideration as to just what steps should be taken in connection with the setting up of this office. Needless to say, this will be a most important step in the history of our Organization. I need not remind you that the person chosen to fill the office of General Secretary must have outstanding qualifications and should go into office with the united support of the different Provincial Organizations and, as I have found marked differences of opinion regarding possible appointees, I feel strongly that the Policy Committee should formulate certain general principles regarding the filling of the position for the consideration of this Convention and for the guidance of the Executive or any Committee which makes the appointment.

During the year the National Educational Association of the United States notified us that it proposed to sponsor a World Conference of Educators from the United Nations as soon as travelling conditions make this possible, and it invited us to name one or two delegates to that Conference.

I think it should be some satisfaction to us that our own Organization has taken a leading stand relative to the necessity for some such Conference.

Two years ago at the Conference at Saint John we adopted the Report of our Reconstruction Committee which contains the following recommendation:

"We further recommend that in view of the great importance of Educational Reconstruction in the International Field, we urge the World Federation of Education Associations to convene at the earliest possible moment a Conference of

functional leaders of those member organizations which are able to send delegations, for the purpose of considering post-war problems in education and for the further purpose of insuring that the voice of education shall be heard at the Peace Conference and that never again shall education be prostituted to the evil purposes of national leaders in any country.

"We further recommend if such a Conference is held that a suitable delegation be sent by the Canadian Teachers' Federation."

The World Federation of Educational Associations itself was fathered by the National Education Association of the United States. It has become largely inactive in recent years and is unable financially to sponsor such a World Conference. Hence it is most fitting that its parent body, the N.E.A., should be able and willing to do so.

Such a Conference is, in my opinion, of the utmost importance. Following soon after the San Francisco Conference, it can and I hope will influence greatly the shape of the World Organization for Peace and Security, which has been emerging from Dumbarton Oaks and San Francisco.

I have already stated my conviction that only by the full and proper use of Education can such an Organization be built on a solid foundation, and I have supported throughout the country the setting up of an International Office of Education as part of the World Organization for the securing and maintenance of a just and lasting peace.

Owing to the efforts of Educators in several of the United Nations, a draft constitution for such an office has already been placed before the Governments of the United Nations and there is now some hope that action will be forthcoming along these lines. The proposed Conference can greatly aid

in the successful culmination of this matter, I am sure.

During the winter I received a letter from Dr. Carr, the Associate Secretary of the National Education Association, asking me to give some thought to an agenda for the proposed Conference and if possible to secure from the members of our Organization suggestions for this agenda. I brought this matter to the attention of some of you during my trips, but did not receive much by way of concrete suggestions. However, I have since had several letters from Dr. Willard E. Givens, Executive Secretary of the National Education Association, asking for my suggestions as to the agenda and other matters connected with the Conference, and I have given him what help that I could. Although the final agenda has not been completed, I have here a copy of the most important subjects around which the discussions will be largely centered and I would like to outline them to you very briefly.

I strongly recommend to this Convention that the Policy Committee give careful consideration to this very important Conference and to the naming of the delegates who should represent us.

Coming to the agenda for this Conference, you will note that the main items of business centre around certain topics: Salary Scales, Pension Funds, the Financing of Education, Teacher Training, etc.

It was thought that by giving special consideration to such important topics that we might be able to give a lead which would be very helpful to the Provincial Organizations in their efforts to set up standards that will raise the status of the Teaching Profession in their own provinces, and throughout the Dominion. That, I take it, is an important part of our task. In unity there is strength and as this is the National Organization of teachers, I believe we should show real

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leadership in these matters. A powerful organization is undoubtedly the one best means by which teaching may attain true professional status. The state may set up standards that will lead in the direction of making teaching a profession, but the genuine, self-determined standards which grow out of unity in the aims of all teachers are far more important than any provincial regulations. The essence of a true profession is dignity; dignity that arises from self-imposed standards, both ethical and practical. The teachers should undertake through their own organizations the task of building a closed profession by setting up and courting public approval for standards, proposed and enforced by the teachers through their own organization and efforts. It has been so in the medical and legal professions. Public recognition has followed when the members of these professions have shown unity of purpose and have spoken with one voice through their own Organization. That is why the strong tend towards automatic membership in the Provincial Teachers' Organizations and the consequent strengthening of the Canadian Teachers' Federation is of great significance. When the day comes that the C.T.F. can say in truth, that is, speaks for all of the teachers of the Dominion, the dawn of teaching as a real

profession will be at hand. Then it will be possible to secure public approval and legal enactments for requiring high standards of professional training for admission to the profession. It will be possible for the teachers themselves to have something to say as to who shall teach and under what conditions. It will be possible to require sufficient financial inducements by way of adequate minimum salary scales, conditions of tenure and conditions for professional service to attract into the profession and keep there the men and women of high calibre so essential for the future well-being of democracy.

The other half of our task is to convince the public of this Dominion of the fact that a high standard of education is absolutely vital to democracy. Vital in the sense that without it democracy will die. I know the task is difficult and at times it seems that progress is painfully slow. Nevertheless, I believe this country is becoming educational conscious to a greater extent than ever before. I believe too that this national organization of teachers is growing in prestige and strength and that more and more is it being looked to for leadership in educational matters. It will continue to be so only so long as we show ourselves capable of giving that leadership. The solution of all of the great problems that confront our Dominion and that Brotherhood of Nations which must be formed if civilization itself is to survive is to be found in education; not alone or mainly through a high standard of general education, academic or technical education, important as these undoubtedly are, but through a high standard of moral and ethical education. An education which is concerned in the development of such important things as self-discipline, co-operation, fair-play, understanding, sympathy, tolerance, unselfishness, and good-will, for

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these are the very basis of our democracy.

The public is dimly beginning to sense these things and our hope for attaining that real professional status to which I have referred is to see that we give real leadership to the people at this time; a leadership that will convince them of the great part that education must play if Canada is to achieve real democracy and become a great United Nation, and of the role played by the teachers in the school.

To be able to do that we must have a thorough understanding of our real duties and responsibilities as teachers. We must have a vision of the kind of society we would like to have in this fair Dominion of ours. The kind of world both here and beyond our borders in which we would like to see our children grow up.

We must have a sympathetic understanding of child nature and a knowledge of the methods by means of which the fundamental attitudes and ideals basic to democracy can be developed and their relation to the world of tomorrow; and if we have this vision, this knowledge, and this understanding, we may be prepared to supply that educational leadership which is absolutely essential today if all our grand hopes for the post-war world are to be more than a passing dream.

That is the challenge for professional educators today. Are we equal to the task?

Our hearts have been filled with thanksgiving and joy at the complete victory of our forces in Europe and at the return of many of our men and women from overseas, and soon most of them will be united again with their loved ones. But some of them will never return for they have paid the supreme sacrifice for democracy and for us, and in many homes throughout the land there is a deep and abiding sorrow for those who are

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gone forever. Many others are coming back to us broken in body and mind and they will need all of the help and thoughtful consideration we can give them and their families, and I know that the teachers of Canada, who are so closely in contact with the homes, will give that help ungrudgingly and joyfully. It can at best be but a slight return for all that has been given for us.

However we must never forget that those who have died and those who return have fought for certain principles of justice and unselfishness and a wider and fuller life for mankind, as well as for a just and lasting peace, and we must see that they have not fought and died in vain.

There still remains the task of achieving total victory over Japan and, needless to say, the members of our profession will back to the limit all efforts to crush completely our Asiatic enemy. In the meantime, we must do our utmost to see that the foundations are well and securely laid for that new Canada and the Brotherhood of Nations which is our only hope for a lasting peace.

The secret of success is making hay with the grass that grows under other people's feet.

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News Letter . . .

from the Secretary-Treasurer of the Canadian Teachers' Federation

September, 1945

1. Annual Convention— August, 1945

Many important resolutions came out of our last Annual Convention. These resolutions as far as possible have been forwarded to the parties interested and we can now hope for action within the near future.

I would ask the Provincial Secretaries and members of the Executive of the Canadian Teachers' Federation to pay particular attention to the resolutions found in the Minutes and we would welcome any inquiries as to what action has been taken with regard to the various proposals made and adopted by the delegates.

2. Montreal Situation *Protestant*

The peculiar situation of the teachers on the Island of Montreal discussed at our last convention brought out very clearly the fact that teachers across Canada are united when it comes to a question of any particular group of teachers being unfairly dealt with. The unanimous support voted for the teachers on the Island of Montreal has been greatly appreciated and has, at the same time, convinced the public that, as teachers, we are determined to see that just treatment is given to the members of our profession no matter in what part of the country they may be located.

The Central Protestant School Board of the Island of Montreal withdrew their dismissal notices to the teachers in that area and we find that the teachers are back in their class

rooms carrying on their regular duties. The Quebec Government has appointed a Commission to study the financial set-up of the schools within the province and it is expected from the results of the work of this Commission the financial difficulties of School Boards in the Province will be finally put on a sound basis.

Catholic

The Catholic lay teachers of Montreal appealed their case to a Board of Arbitration last winter and the report of that Board was favorable to the teachers. During the past month the Catholic School Board of that area have agreed to pay the teachers according to the findings of the Arbitration Board. The scale of salaries adopted by the Board will be found in Item 38 of the Sixth News Letter of last year.

3. International Music Festival, 1947

An International Festival of School Music will be held in Montreal in 1947. This announcement was made by Dr. I. Cooper, Supervisor of Music for Montreal Protestant schools, at the weekly luncheon of the Kiwanis at the Windsor Hotel. Dr. Cooper said, "Music is a language understood by all peoples and should, therefore, be used to foster international goodwill and understanding. Choirs from all over the world will be invited to the festival in 1947 and eighty organizations in Canada and the United States already support this plan and intend to encourage annual musical festivals

The A.T.A. Magazine

of school music in as many countries as possible, so that young people can get to know other nations' songs."

4. *Life Insurance and Sickness Benefit*

We have been notified that the Manitoba Teachers' Society have a very splendid Life and Sick Benefit Plan for the teachers of Manitoba. We have also noted that the Provincial Association of Protestant Teachers of Quebec have also had a Sick Benefit Plan in force for some years. We understand also that the teachers of Toronto have a Sick Benefit Plan.

In discussing this question in a general way with a representative of one of the Insurance Companies of Canada, it was suggested that the Canadian Teachers' Federation might endeavor to interest the teachers of Canada in a Life Insurance and Sickness Benefit Plan to cover all the teachers who are members of the Federation. The main advantage of having one plan for all teachers would be the lower rate that could be obtained because of the large number of participants. If you are interested why not bring this matter before your Provincial Executive and discuss with them the feasibility of such a Dominion-wide coverage.

5. *Veteran Teachers*

This office has had correspondence with Dr. A. MacNamara, chairman of National Selective Service, with regard to individual cases where it was thought teachers were being discriminated against in the matter of release from the Services to return to their active duties. In every case so far investigated, we have found that if any difficulty arose it was due to the lack of co-operation with the Commanding Officers and the Industrial Selection and Release Committees. In this regard we have just received a letter from a teacher, who was stationed in Winnipeg, Manitoba, stating

that due to C.T.F.'s appeal he has been able to obtain his release to return to his school in British Columbia. If you know of any veteran teachers in your province who are having difficulty in being properly rehabilitated, this office is more than willing to render assistance.

6. *C.N.E.A.*

The Annual Meeting of the Canada and Newfoundland Education Association, originally scheduled for August 20-24 and postponed to November 5-9, has been cancelled but there will be a meeting of the Directors of the C.N.E.A. in Toronto on the 19th and 20th of November, and since your Secretary-Treasurer is a Director of that body he would be very pleased to receive from the Provincial Organizations any information or resolutions that they wish to be brought to the attention of the Directors.

7. *World Friends' Club*

Mrs. Margaret G. Johnson, Director of the World Friends' Club, The Cleveland Press, Cleveland 14, Ohio, feels that the Club has had too few Canadian student-correspondents in the past and would like very much to increase the number during the coming academic year.

I would ask school principals and teachers in Canada who wish to have their pupils join this World Friends' Club to get in direct touch with Mrs. Johnson. This project of an international student-correspondence would seem to me to be a very worthy one and should be given encouragement by the teachers of Canada.

8. *The World Citizenship Movement*

We note from the publication of the World Citizenship Movement that Col. M. T. Tchou, a prominent Chinese leader, has toured Canada last Spring speaking altogether at sixty-five meetings. He was sent under the auspices

of the Y.M.C.A. in order to arouse a greater interest in world citizenship. It is interesting to note that our immediate past president, Dr. E. F. Willoughby of Winnipeg, was one of the sponsors of this movement.

9. London Conference on Education and Cultural Organization

At our last annual convention a resolution was passed urging the Right Honorable W. L. Mackenzie King, our Prime Minister, to have Canada represented at this conference which commences on November 1st this year. The objectives of this conference are as follows:

- (a) Facilitate consultation among education and cultural leaders by special meetings and conferences;
- (b) Assist in the free flow of ideas and information among the nations, especially in the field of major educational and cultural developments;
- (c) Foster educational and cultural programs which support peace and security;
- (d) Develop and make available educational and cultural plans and materials;
- (e) Conduct and encourage research on educational and cultural problems; and
- (f) Assist countries that need and request help in developing their educational and cultural activities.

We have not yet been informed whether or not Canada will be represented. Our resolution forwarded to

the Prime Minister was turned over to the Department of External Affairs for action. It might help our resolve in this matter if Provincial Organizations and others interested would wire the Department of External Affairs urging the appointment of one or more representatives from Canada.

10. Not a Fairy Tale

A certain School Board in Canada has adopted what I would consider quite a unique social function. This School Board invited the teachers under their control to a dinner in a hotel. This dinner was paid for by the Board, and teachers and members of the Board sat around tables seating four to six persons.

After the dinner, the chairman of the School Board endeavored to tell the teachers what the School Board would expect of them, and one of the things that was stressed was that they were not interested only in the marks obtained by the students but were more interested in character building, although they admitted that marks were also important. The teachers were then asked to criticize the Board and to offer suggestions as to how the Board might be of assistance to the teachers and the pupils. Many of the teachers took advantage of this opportunity.

The gathering was an unqualified success and exhibited a spirit of co-operation.

—C. N. CRUTCHFIELD,
Shawinigan Falls,
Quebec, Oct. 3, 1945.

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Germany—Annihilation or Re-education?

A Few German Types

(From *The Scottish Educational Journal*)

(Continued)

2. Herr Meissler—Professor

WHEN we heard you lecturing in the University of M., Herr Meissler, we were puzzled—we, that is myself, a Scotsman, and Haakon Björdal of Bergen.

The Norwegian and I had drifted together because we had a community of tastes and interests. As the Holiday Course for foreign teachers, a series of lectures on German life, education and culture, went on its way, we had begun to realize that we had enrolled in a school for Nazi propaganda. This accounted for the ridiculously cheap week-ends in the country. Goebbels was softening up the teachers of Europe, very skilfully.

But it did not account for you, Herr Meissler. True, there was always a trained observer at the back of the room when you took the rostrum. You were the only professor thus supervised. You were not politically reliable. You were a brave man.

Your subject was "The National Socialist Conception of the State." Your lecture always lasted an hour. For the first three-quarters of the hour your Nazi ideology was perfect. In the last quarter you made hay of the Nazis! Oh! not obviously. Only an intelligently trained mind could be aware of this, a mind conversant with the refinements of German philosophical language.

In the last quarter of an hour we knew you for what you were, Herr Meissler—a man maimed in the Great War, a man whose mind had remained whole, a man with four years of

trench warfare behind him, a man who had read the French classics under French artillery fire and wondered at the senselessness of modern war, a man convinced that all war was futile and that the conception of the Nazi State was the last symptom of a nation rushing to its doom.

In that last quarter of an hour you were telegraphing the custodians of the children of Europe to beware, to intervene before the Gadarene madness went too far.

We met you in the public baths one day. You were pleased to see us, but obviously downcast of mood and ill at ease. We pressed you with questions, desiring further explanation of your lectures. You made an appointment with us for that evening in the Ratskeller. And you told us that your series of lectures was to end prematurely, that you had only a few marks in your pocket. We promised we would do something. We did.

That afternoon we button-holed the Director of Studies among a crowd of admiring Poles and Swedes. We demanded to know why the best lecture-course was to be curtailed. Our insinuations were obvious. We were causing a bad impression. Another five minutes of it and the Director might have been exposed for what he was, a fisher of men, a maker of Nazi worshippers.

Herr Meissler's lectures were extended for the time previously agreed on.

That night in a secluded corner of the Ratskeller you nearly wept. The bottle of Rüdesheimer standing in

the ice bucket was paid for by you. Somehow you had raised the wind. You were determined to show your gratitude. We were sad; we knew that you had only been relieved.

Later, in the privacy of your miserable lodging, you, travelling philosopher, student of the best German and European thought, spoke with frankness.

There was little hope, you said; but you were doing what you could. Resistance by force being now useless, you felt it your duty to offer the resistance of an independent mind. You had no political opinions. You simply knew instinctively that Nazi ideology was a mask for jungle law.

How far were you succeeding? You had no proud boasts to make. There was, you said, no hope of getting much sense into the Hitler Youth. Prolonged supervision by Nazis, the use of skilful nationalistic propaganda, killed independence of mind. But once the youths had attained maturity, one in fifty, if very intelligent, rebelled. You were in contact with several. They were, you thought, Germany's only hope. The year was 1936.

We had many meetings in your little bedroom, Herr Meissler. You were a man who had suffered and was prepared to suffer—a bachelor whose life had been devoted to the silent pursuit of knowledge. Perhaps, as they say, good Germans are few; but you were one. I noticed that your name did not appear on the University's prospectus for 1937.

Where were you then? Dying in concentration camp or garret? No one will ever know; but, wherever you were, you were still true to Stefan George and Verlaine, and, being true to them, you were true to the essential dignity of the human spirit.

You are probably dead now. Your books are covered with dust or burned. But the words you spoke to that one

in fifty live on somewhere. They, and men like you who had the courage to speak them, are Germany's only hope. Perhaps you and they represent the best of an old Germany that will never be reborn—a Germany producing Goethe, the internationalist and humanist, Schiller the poet of freedom, Kant, Schopenhauer and—Karl Liebknecht; all men of independent mind.

During the last week of your lectures we had a new student in the room. He called himself a Hungarian, spoke to everyone, wanted to know what we thought of Herr Meissler's lectures—a very casual Hungarian who did not seem to have any political opinions, though he was very sceptical of the Nazis at times. And when he was sceptical he wanted to see what our reaction would be.

He took to pestering you, Herr Meissler. I think you were too innocent to know the game. When you saw us off in our train he was there at your elbow. I can only hope his Gestapo mission was unsuccessful.

I can only hope that you are there still, somewhere in Germany, Herr Meissler, waiting—and thinking—like an independent man.

H. R. S.

(To be continued)

From our boys in Australia comes the story of the kangaroo which, after pausing several times to scratch her stomach, yanked two baby kangaroos from her pouch and thrashed them soundly for eating crackers in bed.

The performing flea and an elephant crossed a jungle bridge together.

"Oh, boy," whispered the flea in the elephant's ear, "we certainly made that bridge shake!"

"I'm stepping out in society. Tonight I'm having dinner with the upper set."

"The steak may be tough—better take the lower set too!"

Statement by Department of Education on Surplus War Goods

CONSIDERABLE publicity has been given to this subject, as well as a great deal of conjecture on the part of school authorities, as to the possibility of obtaining some of these goods for educational purposes. The matter was also of sufficient importance for the Minister of Education (Hon. R. E. Ansley) to give it his personal attention and some progress has been made. In the following paragraphs a brief report of the regulations and progress to date is given.

Policy: The Dominion Government, through the War Assets Corporation, will sell all the surplus goods which are readily saleable. The so-called "not commercially saleable" goods will be given to educational institutions on a basis of "indefinite loan." This term means that the article is given to educational institutions but may not be sold nor used for any purpose involving commercial profit, nor may it be disposed of by the school authorities without permission of the War Assets Corporation.

It is expected that after a period of time (not stated at present), these articles will be "written off." The cost of packaging and freight will be paid by the recipient.

Priority: All goods declared "surplus" by the Armed Services, or other organizations having Government property, are turned over to the War Assets Corporation for disposal and the priorities are as follows—Dominion Government Departments, Provincial Governments, Municipalities, Commercial Organizations. School Boards are included in Municipal organizations unless the purchases are made on their behalf by the Province.

These priorities are only effective if

the organization having priority has an order or statement on file with the W.A.C. that they wish such goods.

Price: The price on goods secured through War Assets Corporation will generally be the cost of same, less a substantial discount because of purchase during the war period, plus a percentage reduction for each year of use or ownership by the Government. The Minister was able to secure a special concession with reference to the terms of payment so that school boards may distribute the cost over two or more budgets.

Progress: While the progress may appear slow and the "red tape" be very irritating at times, it should be realized that usually the delay is caused by the War Services having the goods failing to declare them "surplus," and until this occurs, the W.A.C. is unable to take any steps to dispose of the articles.

1. War Assets Corporation have appointed a special officer (Assistant to the President) whose duty it is to assist the educational institutions in securing needed and useful goods.

2. Mr. Ansley visited W.A.C. head office in Montreal and secured certain concessions and some equipment.

3. An Inter-provincial Committee has been set up to insure a fair distribution of the goods as between provinces. The initiative in setting up this committee was taken by the C.N.E.A. (Canada Newfoundland Education Association).

4. The first list of Machine Tools submitted by the committee has been acknowledged and assurance given that these will be made available shortly.

5. The first list of dormitory equipment has been partially filled and goods are now being distributed.

6. A list of goods (aeroplanes and parts) available for "indefinite loan" is available and several allocations have been made.

7. Steps are being taken to prepare lists of the various types of goods of value to schools and these will be turned over to W.A.C. in order to establish priority. These proposed lists will have the following headings: Buildings, Vehicles, Dormitory Equipment, Visual Instruction (inc. radio), Hand Tools, School Furniture, Shop Equipment, Commercial Equipment, Sports Equipment.

8. Efforts are being made to "speed up" the declaration of surplus goods and to obtain advance information of such declarations.

Information will be given each month through this Magazine as space is allotted by the Editors. This information will consist of copies of regulations, any lists of equipment available for indefinite loan, how to order, and the answers to questions received from school authorities which appear to have general interest.

When writing with reference to any Surplus War Goods please address as follows:

JOE H. ROSS,
c/o Canadian Vocational Training,
217 - 7th Avenue West,
Calgary, Alberta.

Mr. Ross is the Alberta representative on the Inter-provincial Committee and is acting as liaison officer with the W.A.C.

Regulations of War Assets Corporation Relating to Educational Institutions

Below is the statement of policy and procedures which will be followed by the War Assets Corporation in disposing of surplus material and equipment to educational institutions.

1. Each Department of Education has appointed a representative who

will act on behalf of the Department and for all schools under the jurisdiction of the Department in liaison with the Corporation and with its Branch Office.

(2) Each University has appointed a representative who will act as liaison between the University and the Corporation and its Branch Office. Where there is more than one University adjacent to the Branch Office, one university representative will act for the others in order to effect economy of time in matters of discussion with the Branch Office.

(3) Educational institutions will, in accordance with the policy of priority of claim which has been established by War Assets Corporation, make a detailed list of their requirements which they desire to purchase at commercial prices from the Corporation and forward this list to the local Liaison Officer. As material becomes available for sale these lists will be reviewed in accordance with the policy of priority of claim which places Federal Government Departments first, Provincial Government Departments second and Municipalities and public bodies (including educational institutions) third.

(4) The Corporation is obtaining, and will obtain increasingly more often in the future, technical equipment and material which is not considered by the Corporation to be commercially saleable as an article but which would be useful to educational institutions for instructional and research classroom purposes. This type of material will be made available to educational institutions on a basis of indefinite loan plus the cost of packaging and freight. The institutions will be required to file a statement with the Corporation to the effect that this type of material will not be used for any other than classroom instructional and research purposes. The official representatives of Universities and Departments of Education re-

ferred to above will be supplied with copies of the necessary form to be completed.

(5) It is not possible to supply educational institutions with lists of material which is available at commercial prices. It is, therefore, necessary that the institutions file claims of their requirements as indicated above in paragraph 3.

(6) In respect to material which is not commercially saleable, the procedure outlined below will be followed:

(a) In order to expedite the disposal of material to educational institutions, the representatives will be asked to indicate if possible, in a general way, in what type of material, which is non-commercially saleable, they will be interested. If this could be done, it would be possible to determine immediately in the Head Office of the Corporation that certain types of material which are not commercially saleable should be scrapped since they have no educational value.

Whenever possible a list of materials which are non-commercially saleable and which would appear to have educational value will be sent to the Branch Office nearest to the place where the materials are located. The Branch Office will contact the representative of the University, or Universities adjacent, and the representative of the Department of Education. The list will be discussed by them and an opportunity provided to the two representatives to view the material. The Universities and the Department will then make their selection.

(7) In order to provide an equitable distribution of surplus material, whether saleable or non-commercially saleable, to all Universities and Departments of Education throughout Canada, the co-operation of the Uni-

versities and the Departments of Education will be enlisted. The University Conference has appointed a sub-committee for this purpose and the Canada and Newfoundland Education Association has appointed a sub-committee to act on behalf of Departments of Education. These two committees will, when required, give advice to the Corporation as to priority to be given to the various Universities and Departments of Education in order to make an equitable distribution where an insufficient supply of equipment leads to a restricted distribution between various Universities and Departments of Education. Universities and Departments of Education in other parts of Canada will take the assurance of the University representative and the Department of Education representative of the Province in which the material is located that the material which has been reviewed by them will be of value.

(8) It is most essential that the general policy of the Corporation in disposing of surplus material as quickly as possible be adhered to in respect to disposal of material to educational institutions.

The representatives of the Department of Education and of the Universities will be required to act immediately on receipt of notice from the Branch Office. A time limit will, of necessity, be imposed.

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BOOK REVIEW

Oomah

Oomah by Ray Darby and John Phillips, published by Contemporary Publishers, Winnipeg, Manitoba. Price, 25c.

At present, considerable discussion is being directed towards a definite course in co-operation or working together to be included in our school system.

Oomah is a story, in simple form, of a little dog who disregards the lessons of the three R's taught him by his parents—Run together, Romp together, Roar Together—and who tries to go out into the world alone but encounters difficulties. After learn-

ing his lesson to his sorrow, he returns home.

Children will be fascinated by the story as well as receiving a good lesson on co-operation. The concluding lines of this book are:—

"Dog or man... we're all the same... It takes a TEAM to play the game."

—From *Canadian School Journal*.

Recent Gifts

The Picture Gallery of Canadian History, by C. N. Jefferys, R.C.A., LL.D., 271 pages, \$2.00. (Ryerson.)

Community Centres in Canada, by Adney, Scott, Fife & Conrad, 16 pages, 25c. Illustrated. (Ryerson.)

Leaders of God's People, by Ernest H. Hayes, 181 pages, 65c. (Ryerson.)

A Canadian People, by Lorne Pierce, 84 pages. (Ryerson.)

The Case of Mrs. Wigate, by Oscar Micheaux, 518 pages. (Book Supply Co.)

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Equal Pay - 1

Evidence Submitted by the National Union of Teachers, Reprinted from
The Schoolmaster and Woman Teacher's Chronicle, February 22, 1945

THE following is the first instalment of the memorandum of evidence which was submitted by the National Union of Teachers to the Royal Commission on Equal Pay, prior to the hearing of the oral evidence on Friday last.

Introduction

Paragraph 1.—This evidence is submitted to the Royal Commission on behalf of the National Union of Teachers. The membership of the Union includes approximately 150,000 out of a total of roughly 200,000 full-time teachers in the schools provided or maintained by Local Authorities. It is, therefore, chiefly the field of employment covered by these schools to which this evidence refers, although reference is made to inspectors and administrators, since service in either capacity is regarded as a legitimate avenue of promotion from the teaching ranks. It is also relevant in passing to record that the National Union of Teachers gives "Equal Pay" to its employees, both clerical and official.

Paragraph 2.—The National Union of Teachers has for many years had a definite policy on the question of the relative remuneration of men and women teachers. This was decided in the first instance in 1918 by a referendum of the members of the Union, and has been reaffirmed from time to time since that date, the last occasion being the Conference of the Union held in London during the present year. The policy of the Union confines itself strictly to the salaries of teachers and asserts that men and women teachers with the same qualifications, length of service and responsibilities should receive the same rate of payment. It will be observed that this

statement of policy makes no reference to "work" either equal or unequal since no "yardstick" has been or, in our view, ever can be applied to the results of teaching in order to assess the degree of equality or inequality of the work performed by teachers, whether they work side by side or in places widely separated. This appears to us to be one of the main considerations which differentiate the position of teachers from that of industrial workers.

Paragraph 3.—The task of preparing the Union's evidence is consequently greatly simplified, and an objective and factual approach to the issues raised by the Commission's terms of reference has been made as far as seems humanly possible. It is, nevertheless, submitted that the Union may reasonably hope that the facts which are set out in the following paragraphs establish that, so far as the teaching service is concerned, there seems to be no such degree of division on such matters as qualification, conditions of service, function and general inter-changeability, nor any overriding social, financial or economic considerations which would justify a continuance of the practice of paying women teachers on a lower scale than their men colleagues.

Degree of Differentiation in Function of Men and Women Teachers, Conditions of Service, etc.

Paragraph 4.—Before the war there were approximately 200,000 full-time teachers in the schools covered by this evidence. Roughly 70 per cent of them were women and 30 per cent men. About 170,000 of the total

were working in elementary schools and about 30,000 in secondary schools, including preparatory departments. During the war between 20,000 and 22,000 men have left the schools for service in H.M. Forces, their places being filled almost entirely by women, so that the proportion of women to men during the present emergency period is nearer 80 per cent than 70 per cent in more normal times.

Paragraph 5.—There is no general discrimination between men and women teachers in the matter of preparation and training for their profession. Full-time secondary education up to eighteen is required of both, and the examinations qualifying for entrance to the Training Colleges or University Departments are the same. The actual training is not infrequently undertaken in "mixed" Training Colleges, and in the case of University trained teachers almost universally in "mixed" groups, whether in the University or the University Training Departments. The academic standards demanded in the Training Colleges and degree qualifications demanded in the Universities are the same for men and women and the teaching qualification they receive at the conclusion of their training is also the same.

Paragraph 6.—Men and women are appointed in the same way to service in the schools, where the general amenities, working hours and conditions, length of holidays, etc., are certainly not differentiated on grounds of sex. Adventitious differences in all the conditions referred to exist as between one area and another, and often between one school and another, and such variations are likely to continue

until the higher common standards envisaged by the New Education Act become an accomplished fact; but nowhere in the school system do these differences in conditions relate to the sex of the teacher. There is, for instance, no discrimination in the size of classes taught by men and women. They teach side by side for the same length of time during the school day, and their general responsibilities are the same whether they teach boys or girls only, or boys and girls together.

Paragraph 7.—The persistence of the distinction between men and women teachers in the matter of salary has, in our view, been due very largely to certain traditional notions which either never had or alternatively have now lost any validity. The attention of the Royal Commission is invited to one of them, which appears to have a general relevance to this section of our evidence. One general assumption often made by those unacquainted with the actual conditions in the schools appear to be that, generally speaking, there is a broad division of function between men and women teachers, the former being employed in teaching boys and the latter in teaching girls. It is the persistence of this traditional notion which has, in our view, tended to foster an ill-based belief that a broad differentiation in the rate of payment is justified. It is necessary, therefore, to examine what factual basis there is, if any, for this persistent traditional notion.

Paragraph 8.—The official statistics issued by the Board of Education in 1938 covered 145,281 classes in Elementary Schools—107,534 taught by women and 37,737 by men. The Board's figures indicated that not more than 20 per cent of the women were teaching girls only and that not more than 50 per cent of the men were teaching boys only. Seventy-seven per cent of the women and 50 per cent of the men were teaching mixed classes, while 3 per cent of the women were

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teaching boys only an 0.07 per cent of the men were in charge of girls only.

Distribution of Class Teachers (Elementary)

	<i>Women</i>	<i>Men</i>
Teachers of classes		
for boys only	3,248	19,017
Teachers of classes for		
boys and girls	82,248	18,704
Teachers of classes		
for girls only	22,038	26
	<hr/>	<hr/>
	107,534	37,747
Total number		
of classes	145,281	

Included in the above figures are 9,571 women and 6,676 men Head Teachers, each responsible for a class.

Paragraph 9.—The figures for Head Teachers are equally illuminating. Only 19 per cent of the Head Mistresses were responsible for schools containing girls only, more than 80 per cent of them being in charge of boys and girls. A very small number were responsible for boys only. Of the Head Masters, approximately 24 per cent were responsible for boys only, about 76 per cent being in charge of both boys and girls. The actual figures were:

Distribution of Head Teachers (Elementary)

	<i>Women</i>	<i>Men</i>
Headships of schools		
for boys only	27	2,974
Headships of senior		
mixed schools	19	1,137
Headships of all-age		
mixed schools	3,877	6,030
Headships of junior		
mixed schools	3,613	2,482
Headships of infant		
schools	5,898	—
Headships of schools		
for girls only	3,157	—
	<hr/>	<hr/>
	16,591	12,623
Total number of		
Head Teachers	29,214	

In many of the mixed schools included in the above figures there is no man teacher, either Head or Assistant, on the staff. Some of these schools have an age range of four to fourteen, so that in them women have proved inter-changeable with men over this wide age range. It is further suggested that an examination of the figures in this and the preceding paragraph dispose of any general contention that the work of men teachers and their women colleagues is differentiated by any clear-cut division of function relating to the sex of their pupils.

Paragraph 10.—It is usual where men and women work side by side in the same school for women to be responsible for such subjects as the Domestic Arts, Needlework, Cookery and Laundry work, and to take the girls' Physical Training. Similarly, men usually teach Woodwork, Metalwork and the boys' Physical Training. This apparent division of function is, however, rather an aspect of specialization, and the teachers referred to usually possess a specialist qualification. With regard to the rest of the staff—and they represent the great majority—men and women are not usually assigned to different types of work. The degree of inter-changeability is not greatest in schools containing younger children. It is even more marked in the mixed secondary schools. In fact, in no trade, calling or profession can it be said with less ambiguity than in the profession of teaching that men and women do the "same" or "equal" work. The abnormal wartime position in the schools possibly provides the most relevant of all available evidence of the complete degree of inter-changeability of men and women in the schools. Over 20,000 women have stepped temporarily into posts vacated by men absent on war service, and the highest possible tributes have been paid to the complete success with which they have carried out the duties they have undertaken.

It is freely acknowledged that they are "holding down" their new jobs but have not yet received the "rate for the job."

Six Differentials in Salary

Paragraph 11.—For nearly twenty-five years the salaries of teachers in schools provided or maintained by Local Authorities have been governed by agreements reached between representatives of teachers and of Local Authorities acting together in the Burnham Committee, which was set up in 1919 to bring order out of a variety of conflicting competing scales of pay. The salary scales so agreed require approval by the Minister of Education before an agreement is valid. The scales at present in force run out at the end of the present financial year and new recommendations have been agreed upon in the Burnham Committee to come into operation on the 1st April, 1945. Copies of the present agreement and of the new provisional agreement are enclosed herewith.

Paragraph 12.—It will be seen that the existing arrangements provide for and that the new provisional agreement continues for the time being different rates of salary for men and women. The teachers' representatives have, it is true, been parties to the agreements, but only under protest in respect of this particular point. From the inception of the Burnham Committee the representatives of the National Union of Teachers have lost no opportunity to press for the elimination of all differences of rates of pay of men and women teachers with the same qualifications, experience and responsibility, but they have not yet been able to persuade the representatives of the Local Authorities to accept their view. During negotiations which have been carried out in recent weeks and which have led to the publication of the new provisional recommendations, the Local Authorities'

representatives stated that they could not consent to join in a re-examination of the relative standards of payment for men and women teachers in view of the fact that this was the subject of a national enquiry by the Royal Commission. The teachers' representatives were consequently obliged reluctantly and again under protest to consent to the matter remaining in abeyance until a report has been made by the Royal Commission and considered by the Government of the day.

Paragraph 13.—Differential rates for men and women run through the whole of the Burnham Scale structure. Differences are present in the minima, maxima and annual increments of the scales both for Heads and Class Teachers; in additional payments for qualification, responsibility and extra years of training. The differentials have also been extended during the war period to successive war bonus agreements, in two instances after arbitration by the Chairman of the Burnham Committee. The present war bonus for teachers over 21 comprises a flat rate payment of £52 a year for men and £42 a year for women. There is no mathematically consistent pattern in the degree of differentiation provided for in the scales. It is, however, broadly true to state that at the minimum the woman receives about 90 per cent of the man's corresponding salary, and about 80 per cent at the maximum. The women's annual increments are about 80 per cent of the men's and in respect of additional payments, a rough four-fifths ratio is maintained. These relativities are generally carried over into the new provisional recommendations for scales to come into operation in the next financial year.

Paragraph 14.—The answer to the question, what are the factors which have determined the differences referred to in the preceding paragraph, is not easy to provide in the absence

of brief references to the historical background of scale-making for teachers. The records of the proceedings of the Burnham Committee do not reveal that at any time the Local Authority representatives have attempted to join with the teachers in an orderly examination of the case for non-differentiated scale for men and women teachers. The principle of sex differentiation was deeply rooted in the chaotic system of scales into which the Burnham Committee sought to introduce order and the representatives of the Local Authorities have played true to the traditional outlook of those whom they represent. Up to the time of the inception of the Burnham Committee, certain assumptions seem to have been commonly accepted on the Local Authorities' side without examination. Among the more important of these, at any rate in their salary consequences, were the following:

- (a) That the teaching of infants was less important than that of older children;
- (b) That the teaching of elementary school children was less important than that of secondary school children;
- (c) That the teaching of girls was less important than that of boys.

These assumptions were reflected in the scales which the Burnham Committee was called upon to review. Teachers of infants were generally paid less than teachers of older children. Elementary school teachers were paid less than their secondary colleagues, and women less than men. The Burnham Committee equalized the rates of payment in infants' schools and those for older children, and has now recommended the equalization of salaries in elementary and secondary schools for teachers possessing similar qualifications. Only the third of the three traditional assumptions referred to persists, at any rate in its salary consequences. Its re-

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examination remains in abeyance pending the issue of the report of the Royal Commission.

Paragraph 15.—The Local Authorities' representatives in the Burnham Committee have been content to assert their unwillingness to pay men and women equal salaries, because in their view men and women teachers are not completely interchangeable and because the scales offered would, in their view, attract a sufficient number of satisfactory women recruits into the profession. The question of interchangeability has already been dealt with, but the argument of the market test calls for comment. Undoubtedly it held considerable force 25 years ago, when alternative opportunities for women were fewer and more restricted. Since that time, however, with the passage of the Sex Disqualification (Removal) Act, and the increase in facilities for higher education, many attractive professions and callings have opened out to women in which the financial rewards are much higher than in the earlier Burnham days, and certainly higher than those offered to teachers. Moreover, in the case of such fields as medicine, industry, the law, architecture and accountancy, sex differentials in salary do not operate in the same way or (if at all) to the same extent. In point of fact, as will be shown in more detail in the second part of our evidence, the Burnham Scales have not maintained an adequate supply of women teachers of the highest quality. Judged by the market test alone, the differentiated Burnham Scales, in our view, have failed to justify themselves.

INDUSTRIAL ARTS

Edited by Lloyd N. Elliott, Calgary.

Summer School News Notes of the I.A.T.A.

Three one-hour meetings were held under the auspices of "The Industrial Arts Teachers of Alberta" at the Calgary Summer Session—on July 31st, August 7th, and August 14th. Mr. Fred Forster, Vice-President, acted as chairman, with Mr. J. N. Lowery as secretary. Mr. Ed. Bazant organized a membership drive which was almost 100 per cent effective.

Four main points were discussed at these meetings:

1. Plans of the Faculty of Education for Industrial Arts Teacher-Training.
2. The I.A.T.A., brief to the Faculty of Education.
3. Shop program at teachers' conventions.
4. Revival of the *Alberta Industrial Arts Magazine*."

The 1945-46 Calendar of the Faculty of Education was received before the end of the summer session. It was gratifying to note that definite outlines of shop courses were already prepared, and that the Faculty of Education was prepared to accommodate teacher-trainees in certain Industrial Arts courses this fall at Calgary. It is understood that this training is being handled by the Normal School and Institute of Technology on a co-operative basis. The goal towards which the I.A.T.A. has been pressing during the past five years is even now being realized.

A resumé of the activities of the I.A.T.A. during the five years of its existence was given by the secretary-treasurer, L. N. Elliott. Stress was laid upon the worthwhile objec-

tives of the organization. Certain operating difficulties were also noted.

The secretary-treasurer also gave a report on the preparation of the I.A.T.A. brief to the Faculty of Education last winter. Certain extracts from the brief were carefully reviewed—especially those parts pertaining to evaluation of shop courses and experience, and the suggested outlines of shop courses leading to the B. Ed. degree. A motion by Mr. Chris. Flanagan expressed the appreciation of all shop teachers to those who had put so much thought and time into the statement of our case through the pages of the brief.

A very good discussion took place regarding the place of the shop programs at the fall teachers' conventions. It was agreed that all shop teachers should make the best possible use of this yearly opportunity to meet in groups for discussion of their common problems. The hope was expressed that in the near future more time may be made available at the convention period for these group meetings.

Proposal to Revive the "Alberta Industrial Arts Magazine"

(Editor's Note: Shop teachers will recall that in 1941 the I.A.T.A. sponsored the publication of a small magazine as a medium of exchange of ideas and means of regular contact among the members. The project was discontinued at the end of one year's trial. The following resolution which received strong endorsement by the group at Summer School 1945 serves to indicate that there is still a strong feeling in the minds of many that some means of exchange and contact could and should receive support.)

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CALGARY

"WHEREAS, the need for a medium for the exchange of ideas is desirable, and whereas it is considered that membership in the I.A.T.A. is desirable,

THEREFORE, be it resolved—that a fee of \$2.00 be set to cover both membership in the I.A.T.A., and a year's subscription to a revived Industrial Arts Magazine, the fee to be paid on or before September 15 of each year."

The above resolution refers to an annual fee of \$2.00, on condition that it is possible to set the magazine going again. The I.A.T.A. executive has already made it plain earlier in the year that if the organization is to continue to grow in size and usefulness then increased financial support must be forthcoming. Here are thirty-five members at Summer School advocating an increase in the annual fee of 400%. What other suggestions have we?

The executive has this proposal of the revival of the magazine to study. But this much is certain. Those members of our present executive who edited and managed the magazine of 1941 are unanimous on one point, viz., that in their opinion it would be foolhardy to contemplate another start at any time until the matter of support is a certainty. Now by this is meant sufficient financial backing and the positive assurance of contributions for the contents of the bi-monthly magazine. How soon will a double-barrelled guarantee of this nature show itself among shop teachers of this Province? (Your comments are requested.)

Rumors of Plans for Expansion

All indications point to the increasingly important role to be played by Industrial Arts Education in Alberta's school setup in the post-war years ahead. We hear of plans for expanded shop programs from all corners of the Province, as part of the master plan of school boards and other educationists to meet the existing needs of the teen-age boys and girls.

The four larger cities are already well beyond the "talk" stage. The people of Edmonton tell us that their new composite high school when completed will surpass anything of its kind now in operation in the West. Lethbridge is considering a Junior Institute sufficiently well equipped in its accommodation and facilities that it may well serve that southern part of the Province. Medicine Hat is looking to expansion beyond its present fine shops in Toronto Street School. The Building Superintendent of the Calgary School Board has announced the proposed addition to Crescent Heights High School, which will provide shops for industrial arts subjects in that institution in the northern section of the city. We also hear of proposed composite high schools in other centres, such as Grande Prairie and Red Deer. And then the Provincial Institute of Technology and Arts is moving back into its fine building on the north hill in Calgary, after being housed in temporary quarters during the war years. All Industrial Arts teachers will watch with real interest these proposed developments in their field of education.

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The LETTER BOX

Re Returned Service Personnel

October 16, 1945.

To: Secretaries of Provincial
Teachers' Organizations.

Dear Sir or Madam:

Our president, Mr. Miller, has offered the support of the Canadian Teachers' Federation to the Educational Secretary of the Imperial Order Daughters of the Empire in having the following resolution, which was passed at their Annual Meeting at Regina in June, 1945, brought to the attention of the teachers:

"RETURNED SERVICE PERSONNEL

WHEREAS it is important that the youth and adolescents of Canada be imbued with admiration and respect for the returned and invalided servicemen, particularly those who have suffered physical misfortunes, and

WHEREAS some returned servicemen have already had unpleasant experiences,

THEREFORE BE IT RECOMMENDED to the National Executive committee that the National

Educational Secretary be authorized to approach the National President of the Home and School Council, the National President of the Teachers' Federation and Presidents of other interested organizations, requesting their cooperation in this connection, and further,

THAT the National Educational Secretary instruct the Provincial Educational Secretaries to approach the Departments of Education urging that this matter be brought to the attention of all teachers in the public and high schools."

The President has requested that the Provincial Magazines give publicity to this resolution.

C. N. CRUTCHFIELD.

Secretary-Treasurer.
Canadian Teachers' Federation.

"The best thing for you to do," said the doctor to the man with a nervous complaint, "is to stop thinking about yourself and bury yourself in your work."

"Good heavens!" said the patient, "I'm a concrete mixer."

Shop at The BAY
Your FRIENDLY Store

"As Ye Sow . . ."

By D. S. Arbuckle

THE tide of victory rolls high today, but eventually that flood will recede to normal, and then will come the test. Will we view a strong united Canada, a nation proud of its war-time achievements, but determined that pre-war evils shall be no more? Or will we view a smugly satisfied country sinking complacently back into the morass of pre-war hopelessness? Is our country to be a nation which realizes that there is no more important field for improvement than that of education? That its educators must be the pick of the nation? That the essential purpose of our educative process is not to merely pass on a meaningless culture, not to instil into youth the belief in the absolute necessity for cut-throat competition, not to have a citizenry whose only concern is to achieve wealth and power; but rather to attempt to develop a people whose chief concern is to contribute to the betterment of their fellow man? Competition, yes, but competition with the self, not with your neighbor, and the devil take the loser.

We need not try to pretend; the record of the Canadian people with regard to education has been a sorry one—a picture of utter indifference. Their attitude is clear enough—education is of secondary importance, and educators are a group of people whose job is relatively unimportant. True, we have been hearing a good deal; there have been words aplenty extolling the virtues of teachers and teaching; some of the greatest names in radio have been patting teachers on the back, telling them what important fellows they are. But let us forget the soft words, and look at the harsh facts; and if we are to believe

that the Canadian people are willing to pay more for what they consider the really important things, then the picture is grim.

In 1941, 75% of all Canadian teachers received less than \$1,223 per annum, 50% received less than \$782 per annum, and 25% received less than \$537 per annum. Compare this median salary of \$782 with the median salary of Canada's industrial workers of \$1,060. In 1941 the median salaries of Quebec Catholic lay teachers was the princely sum of \$318 per annum; teachers of Prince Edward Island revelled in a similar orgy of wealth—their median salary was \$422 per annum! In 1942, in this same province, there were 14 teachers receiving less than \$325 per annum, 413 receiving less than \$525 per annum. Even in British Columbia, where the median salary was by far the highest in Canada (\$1,321), there were 619 teachers receiving less than \$875 per annum.

This is just a glimpse at the national picture. Let us look at a few scattered examples across the country—all of them damning indictments of our attitude towards education.

Ontario apparently considers the sale of liquor more important than the education of its children; the Minister of Education receives an annual salary of \$8,000, but the sum of \$14,000 per annum goes out to the chairman of the Liquor Control Board! In the sixth year of the war, teachers in one Canadian city are still actually suffering a cut of from 9% to 12% from an antique salary schedule formulated fifteen years ago. An Ottawa newspaper advertises for teachers—salary \$65 per month, while in a nearby war plant adolescents earn twice that much.

The City of St. John, N.B., threatened with a strike, grants an extra \$1,200 to some 200 teachers, but stresses the fact that its decision is both "temporary and illegal"!

From these, and hundreds of other examples, we must conclude that Canadians, especially those in high places, look upon educators as being of little importance. This is a national attitude, and it is in no small measure due to the fact that we live in a society where the greatness of a man is judged by his wealth and resultant power. This is actually the fault of our educative system itself. Children are actually taught, and so come to assume, that we must always live amidst cut-throat competition where it is strictly a matter of every man for himself. The contribution of each individual teacher tends to be vague and unreal; many of their students, a few years after graduation, receive salaries far in excess of those of their former teachers; they probably look with some scorn upon these people who receive such miserable salaries, and quite likely vow that their sons, at least, will never descend to the position of teacher. This attitude is all too prevalent among business and professional circles.

In many administrative units the only factor worthy of consideration seems to be economy. Many school boards, true enough, wish to secure good teachers, but they wish to secure them just as cheaply as possible. As one member of a large city school board stated to an applicant, "We can secure all the good teachers we want for \$840 per annum. What will you teach for?" No foresight here; no realization that to get the best out of a person one must pay him what he is worth. A person's worth should be measured by his contribution towards making a responsible and intelligent citizen of your child. It should be made plain that you realize his importance, and

you must exert every effort to pay him according to the value of his contribution. However, evidently this man, and thousands of others, did not think thus; this board member believed that it was his duty to "save" the taxpayer's money by hiring teachers as cheaply as possible, knowing, of course, that this attitude would meet with public approval.

This attitude *must* change. It is not merely a matter of teachers getting a few more dollars, but the very future of our nation may depend on it. Adolph Hitler was well aware of the power of education, and used it to further his evil ends. Cannot we, too, realize this power and use our educational system for the betterment of our nation. We must choose now: it will be one way or the other.

A larger share of the cost of education must be borne by federal and provincial authorities. We can never achieve much in the way of improvement if the money for education is raised from municipal sources by direct taxation on property. Canadians spend an average of \$57 per year for the education of each child, a figure which does not compare favorably with the amount they spend for liquor, beer, pop, tobacco or chocolate bars. Improved education will cost us more. Yes, but if we are not willing to pay more, then we will eventually endanger everything.

With an increase in salaries, there must be a more careful selection of future teachers and a more extensive training must be given. Why should a medical doctor, an agriculturist, a dentist or an engineer receive a training any more thorough than that given to a teacher? Shall we continue to consider a broken leg, a type of wheat, a tooth, or a bridge of more importance than the training of the child himself—a training on which depends the entire future of that child?

(Continued on Page 52)



Official Bulletin, Department of Education

No. 89

Re—Limitation of Credits in Small Schools

Because of the increased number of credits assigned to Health 1 and Physical Education 1, the 24-credit limitation adversely affects the programmes of some schools which come under Section 10 (iii) and 11 (i), page 26, of the High School Regulations. Consequently the Regulations are being changed by the substitution of 25 for 24 in these instances.

Re—General Mathematics 1

Although the High School Regulations pertaining to General Mathematics 1 have been revised this year to provide that a student who takes this subject and afterwards obtains standing in Algebra 1 or Geometry 1 need not forfeit the credits which he obtained for General Mathematics 1, it is not intended that students should take General Mathematics 1 after having obtained standing in Algebra 1 or Geometry 1.

It is expected that students who study General Mathematics 1 previous to taking Algebra 1 or Geometry 1 do so for the purpose of strengthening their background in Mathematics. To take Algebra 1 or Geometry 1 first and then study General Mathematics 1 is contrary to the spirit of the revised regulations governing these courses.

Students who take General Mathematics 1 after having obtained credits in either Algebra 1 or Geometry 1 cannot expect to receive credits towards the High School Diploma for this subject.

Section 1 (d) of the High School
November, 1945

Regulations as stated on Page 13 may be interpreted to include cases such as the following: Students who obtained credits for General Mathematics 1 *previous to September, 1945*, and who have not subsequently received credits for Algebra 1 or Geometry 1 may now earn credits for Algebra 1 and Geometry 1 without forfeiting their General Mathematics 1 credits. It should be noted, however, that students who have already forfeited their General Mathematics 1 credits through taking Algebra 1 or Geometry 1 may not now have these credits reinstated.

Prairie Homemakers' Programme

During the month of November the CBC is scheduling a series of practical talks on *hot school lunches* on its Prairie Homemakers' Programme. This programme is heard on Wednesdays from 4:15 to 4:30 p.m. M.S.T.

W.C.T.U. Contests

The Canadian Woman's Christian Temperance Union wishes to draw the attention of teachers to their annual essay, poster and scrap-book contests dealing with the subjects of alcohol and tobacco; prizes are awarded to contestants in various classifications from grades three to twelve. Further information may be obtained from the secretary of the local W.C.T.U., or from the Provincial Superintendent, Mrs. Nancy O. Parke, Irma, Alberta.

Visual Aids to Teaching

"Visual and auditory education is as old as man." In fact, man's first efforts at making records and of con-

veying information other than by the spoken word were by means of pictures. As time progresses, newer methods of communication develop. The progressive teacher makes use of the newer means of communication as they develop without discarding the old. To quote Harold Benjamin in the editor's preface to *Audio-Visual Aids to Instruction*, by McKeown and Roberts, "Every teacher needs to have at his command all of the tools of the trade in order to be truly successful with any one of them. . . . He will study the factors in each learning situation. He will know the capacities of his pupils and how their abilities and interests may be directed. Then, upon the sure foundation of a sound and comprehensive knowledge of the teaching problem in any instance, he will select methods, devices, and aids to learning which in his best judgment will give superior results." That the utilization of pictures, both still and moving, as a classroom procedure carries outstanding value is an accepted fact.

There are many types of visual materials available as aids to teaching. Some of the most commonly used are—

Moving Pictures—

including both silent and sound;

Still pictures—

including:

The *filmstrip*, known also by any one of the names strip film, film-

slide, slide film, pictorial, film roll;

The *lantern slide* in varying types:

The *miniature two by two inch slide*—film mounted either with or without glass protection;

The *standard glass slide* of commercial manufacture;

The *teacher or pupil-made slide* of glass, film, or cellophane;

The *stereograph*—now coming into use in schools;

The *flat picture*—photographs, posters, charts, maps, and illustrated material of all kinds;

Models; sand tables; globes, the school museum; the school journey, reputed to be one of the most effective visual aids to teaching.

The following statement from "*The Audio-Visual Handbook*," by Ellsworth Dent, expresses concisely the situation with regard to the comparative value of these teaching tools:

"Each has its place and there is a place for each in nearly every teaching situation. In certain situations, some will be found to be better than others. Combinations of types are frequently desirable."

Dr. George F. Zook, President of the American Council on Education, described the *motion picture* "as the most revolutionary instrument introduced in education since the printing press."

Expert opinion varies as to the relative merits of the still and the moving picture, but the majority seem to favor the motion picture only for units of study involving growth and motion. There is variance of opinion also with respect to the relative merits of the silent and the sound moving picture. It is generally accepted that the sound accompaniment should not at any time be considered as replacing instruction by the teacher but rather as supplementing it. One educationist goes so far as to say that "there are but few occasions when the sound film is definitely superior to the silent film." Quoting Ellsworth Dent again—"The sound motion picture may well supplement the silent picture where sound is an essential element in the learning situation. It is doubtful that the off-stage fixed mechanical lecture of the talkies will ever be generally accepted by educators for use in elementary and secondary schools. It is hoped, however, that producers of sound films will produce a wealth of films in such fields as music, language and speech, biography, and other fields in which sound will help to enrich learning." It would seem that as

the motion picture is the ideal aid to teaching for units of work involving growth and motion, so the sound accompaniment is ideal only as it represents the natural sound accompanying the action.

Evaluation

The Department has a permanent Evaluation Committee that previews each film before a purchase is made. This Committee consists of two members of the Faculty of Education, an Intermediate School Principal, a member of Division I staff of the Edmonton Practice School and the Editor of the Classroom Bulletin on Social Studies. The "optimum grade placements" and the "grade spreads" listed in the *Audio Visual Aids Manual* and the *Visual Aids Bulletin on Filmstrips* were assigned by this painstaking and thoroughly interested and competent Committee.

Circulation

There are now in the library of the Audio-Visual Aids Branch of the Department of Education three hundred and sixty-seven films, two hundred and forty of which are silent. This is inclusive of forty-seven duplicate prints. The library is in a state of continuous growth. *Film users are urged to book their films in advance for either the full term or better still for the full school year.*

Grants

The Department of Education pays to School Boards and Divisional Boards purchasing approved radios and projection equipment a grant equal to twenty-five per cent of the certified expenditure. *Here it is to be noted that the equipment must be approved.*

Filmstrips and Lantern Slides

While the motion picture is particularly suited for units of study involving motion, the still picture is valuable for units of study where motion is not involved, and permits of

detailed discussion while the picture is on the screen. It is sometimes used in combination with the motion picture covering the same subject content, the still picture being used for detailed discussion and the moving picture for over-all review.

From statistical information gained from an experiment, Dr. Goodman, of New York University, drew the general conclusions that "the silent film was the most effective" of the types of visual aids used in the experiment (sound and silent films and sound and silent filmstrips) performed with Grade VI pupils; "the filmstrip was a close second to the silent film and superior to the sound film"; also "that with high I.Q. groups, the silent filmstrip came on top for both Immediate and Delayed Recall tests, the sound film again fourth place."

The filmstrip has advantages over other types of visual aids from more angles than its inherent value as an aid in teaching:

- (1) The projector is simple in mechanism and easily operated.
- (2) It is obtainable for delivery within approximately thirty days.
- (3) This projector may be operated from a six-volt battery in schools where power line service is not available.
- (4) A filmstrip projector of 300 watts, when used in a room with yellow blinds, projects a reasonably efficient picture. The partial light minimizes the problem of discipline. With less power, a dark room is required.
- (5) The cost of the projector is much less than that of a moving picture projector.

The Audio-Visual Aids Branch now has a library of filmstrips ready for circulation with four hundred and twenty-three filmstrips all told. The *Visual Aids Bulletin on Filmstrips* has been distributed. Filmstrips should be

booked for schools where projectors are available for the term or even for the school year, in advance. There is also at hand a large number of two by two inch kodachrome slides for preview. An announcement will be made as soon as these slides are ready for circulation. It is advisable, when selecting a model of filmstrip projector for purchase, to choose one which will project also the miniature lantern slide.

Reflectoscope or Opaque Projection

The reflectoscope or opaque projector provides opportunity for much originality on the part of the teacher and pupil, from the simple projection

of illustrations and clippings from books, magazines, postcards and coloured prints, to that of the teacher-made slides of exercises typed on celophane which may be used from year to year, and pupil-made cutouts pasted on cover glass. Interest engendered by the making of slides by students in the Elementary School would add greatly to the enthusiasm of an enterprise. Imagine the thrill of a child watching her own cutout projected on the screen.

It is hoped that in the not too distant future provision will be made for every school in the Province to utilize the newer educational devices, the value of which has been clearly demonstrated.

"As Ye Sow . . ."

(Continued from Page 48)

If such training were given:

(1) There would be a better type of student entering the profession. It is noticeable that in a certain province with a comparatively high median salary, 30.1% of the teachers are university graduates, whereas in another province with a particularly low median salary, only 9% of the teachers are university graduates.

(2) Teaching would cease to be a stepping stone to more highly paid professions. At the present time, the median figure for the professional life of teachers in Canada is 7 years, 5 months; the median figure for male teachers is 8 years. This is definitely not satisfactory and it certainly reduces the efficiency of the schools.

(3) The number of male teachers in the profession would increase from the present low figure of 28%. In the province mentioned above with the high median salary, 38% of the teachers are men; in the province

with the low median salary, 17.1% of the teachers are men.

Our whole philosophy of, and attitude towards, education must undergo a drastic revision. Our chief concern must be the development of an intelligent and thinking citizenry, a people who will glory in the contribution towards the betterment of their fellow man, and not in his misery and debauchment. We are now sowing the seeds: it is up to us to decide what kind of crop we shall reap.

"Aren't you the little girl who used to shrink from my embraces?"

"I don't recoil at the moment."

A wise fellow stepping up to the bus as it stopped the other morning, said to the driver:

"Well, Noah, you've got here. Is the ark full?"

The motorman answered back: "Nope, we need one more monkey. Come on in."

Nine to Twelve — the Forgotten Years in a Boy's Life

By Dr. S. R. Laycock,

Director, Division on Education and Mental Health, National Committee for Mental Hygiene (Canada)

ONE hears a very great deal these days about the development of pre-school children and about the problems of teen-age boys and girls. From time to time, also, one hears a good deal about the difficulties children in the primary grades have in learning to adjust to school, in learning to read, etc. There's one age-group however, which speakers and writers seem to pass over. That's the nine to twelve year-olds. They seem to be the forgotten group. This discussion aims to help parents and teachers to understand better this group of pre-adolescents and the problems of this stage of growing up.

Physical Development

Physically the pre-adolescent is very fit and hardy. He is fairly graceful in his carriage as compared with the awkwardness he is apt to display later in early adolescence. He is clever in muscle-co-ordination and reasonably the master of his own body.

He is interested in active competitive games which require motor skill. His mastery of his own body expresses itself in all forms of active play—swimming, running, climbing, skating, playing hockey and baseball. The fact that the pre-adolescent is fearless and lacking in self-consciousness seems to be due to his complete physical self-possession. He engages in a good deal of rough and tumble "horseplay" with his companions. The pre-adolescent needs plenty of opportunity to engage in physical activity and to improve his motor skills for these are the things which win his accept-

ance by his gang. Failure to provide pre-adolescents with plenty of good clean wholesome activity as found in all kinds of sports is asking for trouble. Gangs of boys who haven't plenty of good clean sport and plenty of physical activity provided for them are likely to engage in destructive and delinquent activities. That is one reason why in so many Canadian cities the Kinsmen's enlisting of youngsters in collecting for milk for Britain has been such an excellent substitute for Hollowe'en pranks and the acts of wanton destruction that used to occur each October thirty-first.

Intellectual Development

Intellectually the pre-adolescent is very alert. However, he is not studious or interested in abstract ideas. Rather he collects facts though he is not much interested in arranging them or reasoning with them. A few years ago the writer was asked by the ten-year-old son in a friend's family to show his kodachrome slides of the World's Fair at the boy's birthday party. As he showed each slide the group of youngsters who were nine to eleven in age peppered him with questions. How big was this and how big was that? How fast could swimmers in Billy Rose's Aquacade swim and from what height did they dive? This group was interested in facts. This interest of the pre-adolescent expresses itself in his pre-occupation with books of knowledge and even with encyclopedias. Because of his interest in facts as such rather than in their implications, this is the age when the complete facts regarding reproduction should be given. The

pre-adolescent isn't interested in romance nor in the family as a social institution. He merely has a thirst to know how things work. He is apt, therefore, to receive in a matter-of-fact way information which will round out his knowledge of the reproductive process. It is not suggested that the giving of all the knowledge of reproduction should be delayed until pre-adolescence, but it is suggested that before the boy leaves this period he should know all the main facts of the reproductive process.

At this age, too, youngsters are more willing to learn by heart than at any other period. Because of this fact this age has often been called the golden age for memorizing. Actually a pre-adolescent's ability to memorize is not as great as it will be when he is an adolescent or an adult but his interest in doing so is apt to be greater. The question of *what* children should memorize is more debatable and depends on one's point of view—whether they should memorize poetry or the Bible or something else. It would seem that two principles should govern memory work whether at school, at Sunday school or at home. First, whatever a child memorizes should be worth while having "for keeps." For instance a student teacher once spent a whole lesson teaching a class the jingle, "There was a little girl who had a little curl right in the middle of her forehead; when she was good she was very very good and when she was bad she was horrid." Children can enjoy this jingle but it is doubtful whether it is worth spending the time to memorize it for permanent retention. The second principle in memorizing is that the material to be memorized should have some reasonable meaning for the child at his present stage of development. It is doubtful wisdom to have a child memorize relatively meaningless material. Either it should be capable of some

reasonable understanding when taught to the child or it should be left alone. The writer once saw a Sunday School teacher trying to teach a primary class the first chapter of John's gospel—that bit of neo-platonic philosophy, "In the beginning was the Word and the Word was with God" etc. It was entirely beyond the comprehension of the children. Pre-adolescent pupils a generation ago used to be asked to memorize "The Old Arm Chair" which is a sentiment of late life too far removed from children's experience or interests.

To leave memory and come back to other aspects of the pre-adolescent's intellectual development, short lessons on many subjects are apt to keep his interest. He is more easily distracted from work than an older or young child. He is apt to be interested by fits and starts. Then, too, the pre-adolescent is apt to be literal to the point of rudeness. If he doesn't like the gift you have given him he is apt to say so. If he doesn't like another child that is sufficient reason for hitting him.

The pre-adolescent also is interested in riddles and conundrums, crossword puzzles, "pig-Latin" and mouth-filling phrases.

Emotional and Social Development

Turning to the pre-adolescent's emotional and social development, he is relatively unemotional as an individual. He exhibits strong loyalty to the group or gang rather than any real personal affection for any of his playmates. His friendships are not the warm attachments of early or middle adolescence. This period of a boy's development is often known as "the gang age" because of the great emphasis on group activity. The members of the gang are likely to be similar in size, age, mental ability, sex, social maturity and interests and among them there is always a leader.

They may differ in race, religion and social position but usually they are all from the same neighborhood or school. This tendency on the part of the pre-adolescent to ignore social or moral distinctions among his pals often is a source of worry to his parents. He may pick up with a gang of tough boys in the neighborhood and give them his loyalty.

The activities of gangs may be beneficial or they may be detrimental to the individual members. The members of such groups may learn to be loyal, to co-operate, to be democratic and to be good sports. That's what the pre-adolescent ought to learn from this gang period of his life. On the other hand, he may learn to swear, to smoke, to play hookey from school, to develop an unhealthy interest in sex activities or to steal. You can't keep your pre-adolescent boy away from gangs without damaging him. He's bound to belong to some gang. It is the business of the community to provide enough leadership through school activities, community recreational activities, Cubs, Scouts, church groups, Y.M.C.A., swimming classes, etc., to see that the pre-adolescent gangs in the community are engaged in wholesome activities. This must be a co-operative effort on the part of the whole community—not merely that of the parents of pre-adolescent children. Every community should take stock of the available facilities it has for the vigorous group activity of the nine to twelve-year-olds—that is if it expects to escape the destructive activities of the pre-adolescent gang. To be there first with wholesome activities—swimming pools, hockey and baseball leagues, scouting activity, etc.—is the only safe principle.

The pre-adolescent is apt to be characterized by scorn for the opposite sex. This is particularly the case with pre-adolescent boys who are apt to speak with disdain of "the dames."

Girls are excluded from the boys' activities and are thought to be silly, giggly, messy creatures. This is partly because girls of the same age as the boys are apt to be more mature and therefore out of step in development. The girls, from their superior maturity, look down on the boys as uncouth rough little barbarians whom they class as "kids." Boys are usually not welcome in girls' play in the pre-adolescent period. Any girl who crashes the boys' group is a tomboy and any boy likewise who engages in girls' play is a sissy. One of the things which embarrasses boys of the junior high school age is that often they feel they must learn to dance when they really don't want to and when they are not interested in girls. Grade VIII and Grade IX girls, however, are much more mature than their classmates among the boys. They really don't want to dance with boys of their own grade. They want to dance with boys somewhat older in age but more nearly on their level of maturity. If they do teach boys of their own age to dance it is a sheer act of grace on their part.

To come back to the pre-adolescent, since he is pretty much engrossed in the present, he has not a very high degree of responsibility, for responsibility implies looking ahead. His parents are often worried about his irresponsibility. He may go off with a pal after school and stay for supper and the evening without ever dreaming that he should let his parents know. Even when checked up he really does not become aware of his responsibility. He merely knows that his parents object to such conduct. So far as adults go, the pre-adolescent is interested in them to the extent to which they furnish him with food, rest, toys, sympathy and affection. He has, however, little use for adult's conception of family and the home. He knows that adults have to be minded at times and they have to be teased or

coaxed for permission for coveted objects, or to do certain things. That is, they have to be brought around to the pre-adolescent's point of view. He takes them into consideration in his plans only to the extent to which it is strictly necessary.

Because the pre-adolescent is unemotional as an individual he dislikes public display of his parents' affection for him. He doesn't want to be called "darling" before the gang or to have his mother kiss him in public. He doesn't want to be preached at or nagged. If his parents want to reprove him they should talk straight and short and then let the matter drop.

Adults who make fun of the pre-adolescent lose him for he has no warm loyalties which will survive the ridicule. You can't accord to make fun of his gang, or his sports, or his hobbies.

The pre-adolescent has a passionate sense of justice which seldom takes account of all the factors in a situation. He will argue violently that certain things aren't fair when they appear quite fair to his parents. His sense of fair play works within pretty narrow limits at times. Quite frequently he thinks its fun to "put it over" adults. Cheating is often a matter of pride rather than an immoral act. It's clever if it comes off and bad luck if it doesn't. This attitude is often responsible for pranks at school and for what the parents think is tricky behavior at home.

The Need for Heroes

Probably the most interesting characteristic of pre-adolescents, however, is their tendency to identify themselves with people who have done things—airmen, explorers, adventurers, cowboys, etc. When the pre-adolescent was a little boy he identified himself with his father. His father

was his hero. He boasted "My father can lick your father," or "my daddy says so and what my daddy says is right." Now he has reached another stage of growth where he identifies himself with adults outside the home—with heroes past and present. This is reflected in his reading. The pre-adolescent is interested in the people who have done things. He reads adventure stories and comic strips. The popularity of the comics is due to the fact that they stress action and achievement—that they present heroes to imitate and they are easy to read. There is no use merely lamenting the comics. Rather it is a question of finding something equally as interesting and of better calibre to take their place. Actually the effect of the comics is not as bad as generally supposed. In 1943 the summer number of Child Study published the results of a study of comics by the Child Study Association of America. They found first of all that adventure permeated most of the comics in some form or other. Common to all adventure stories are the elements of danger and suspense, a definite division of characters into "good" and "bad," a noble and fearless hero and a "menace." The good side always triumphs and the bad are punished or destroyed. These satisfy the youngsters' thirst for adventure.

While to adults all comics look alike, the committee found this was not true. Some are carefully edited; others are not. Some have good drawing, good color work, good lettering, others not. Children need to be helped here, as elsewhere in literature, to distinguish good writing and bad, and good drawing and bad. The Parents' Magazine has attempted to solve the problem by the production of a magazine called "True Comics" which aims to give the pre-adolescent a better bill-of-fare. Certainly efforts to see that the comics are of a good class is a more hopeful enterprise than the

attempt to suppress comics. Of course if children read nothing else but comics their literary diet is too limited, and attempts must be made not to exclude comics but to broaden the children's interests.

In addition to the pre-adolescents' interest in adventure and action as found in his reading, his choice of movies is apt to be on the same basis. Romantic movies do not interest him. At this stage he wants less of the funny movies which interest the younger child and more which feature action and adventure.

This need for pre-adolescents to identify themselves with heroes is one which should concern parents and teachers. The twentieth century has been a debunking one. With a desire to be scientific and realistic it has gone about debunking the heroes of the past. Individuals have exhibited an unholy glee in revealing that the story of George Washington and the cherry tree is a myth and that many of the great heroes of the past—both religious and secular—were men of marked human frailty. This movement may have its merits but it has often left pre-adolescents and early adolescents without suitable heroes with which to identify themselves in their growth towards maturity. As a result, many youngsters have turned to identifying themselves with gangsters or with other individuals not worthy of emulation. Because of widespread disillusionment in Germany and the decline of religion it was easy for the Nazis to whip up hero worship of Hitler among youth. Likewise the "Bobby Sockers'" extravagant adulation of Sinatra grows out of a need for these early adolescents to identify themselves with someone who represents their own desire to rise from a drab life to a famous personage. The fact that Sinatra was a Brooklyn boy of poor physique and now earns a weekly salary of fifty thousand typi-

fies the kind of achievement the Bobby Sockers seek for themselves.

In the desire to assess the real facts of the heroes of the past, society must be careful not to lose sight of the glorious deeds and high purposes which have been revealed in humanity at every stage of the world's history. Pre-adolescents and early adolescents must have heroes with whom they can identify themselves. If heroes with high purpose are provided well and good; if not, heroes of sinister purpose and low ideals must fill the breach.

Pre-adolescence is an important stage in growing up. If it is wholesome, adolescence is likely to be wholesome; if it is not, there is trouble ahead. Parents, therefore, should take as much trouble to understand and help their pre-adolescent child as they do when he is in the pre-school stage or when he reaches the teen years.

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The MATH-SCI Corner

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While contributions may be sent to any of the Co-Editors, those concerning the intermediate and elementary school are of special concern to Miss Jagoe, c/o Faculty of Education, University of Alberta, Calgary. Send high school science material to J. T. Cuyler, Alexandra High School, Medicine Hat. High school mathematics items should be sent to A. J. Cook, University of Alberta, Edmonton.

Note: The Editors are delighted to have the article which follows, from the pen of one of Alberta's notable teachers of mathematics. It is a pity that print cannot convey the full power of D. L.'s vigorous utterance. And speaking of definitions, we are reminded of Bairnsfather's Old Bill expounding the Peace to a young rookie, "Peace aims, my boy, is the right of free peoples to what's it, and to see whatever-it-is don't ever happen again."

We also welcome to the Corner E. R. Hadlington, of Foremost, with an excellent article on space-thinking. The laboratory idea in mathematics IS growing!

A New Canadian Congress

The first Canadian Congress of Mathematicians was held in Montreal last June. It was highly successful, and at the closing meeting the Congress was properly constituted with the next assembly to be held probably in 1949.

What was notable about the Congress was the breadth of its visions. Naturally the chief concern was mathematical research and its relation to the national life. As men conversant with industrial and business conditions spoke, it became apparent that one could expect mathematics, physics, chemistry and biology to team up for national purposes even

more closely than they had during the war years. Just as chemistry had become of major industrial importance after 1918, so, according to the chairman of the Canadian National Research Council, we could expect mathematics and physics to gain in basic importance in the immediate future.

While it was difficult to obtain specific data, it was also apparent that there were bound to be vocational opportunities never before available for men and women with fine mathematical and scientific training.

The Congress was also concerned with the place of mathematics in the schools and one of the standing committees to be appointed is to work in this field. We think this is a notable development and one can surely hope that a section of each of the future Congresses will be devoted to the organization and teaching of mathematics in the schools of Canada.

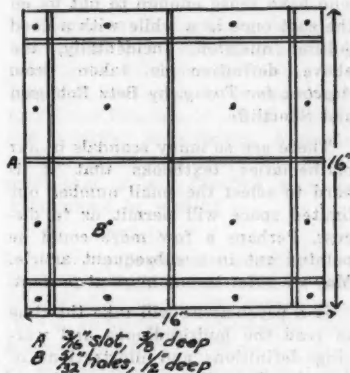
The Spatial Concept in Geometry and Trigonometry

By E. R. HADLINGTON,
Principal, Foremost, Alberta

One of the newer and apparently more difficult parts of our present Geometry and Trigonometry courses is three dimensional problems. Yet these very problems are of great

practical value, for in actual life we are nearly always dealing in three dimensions rather than in the two so commonly used in school life. The plumber, the carpenter, the tinsmith, just to name a few, are continually faced with three dimensional problems. We would seem to be justified in putting a little more stress on a very useful feature of these courses.

A plane figure can be easily visualized; it can be readily drawn and the teaching problem is simplified. However space problems at the start present a different problem. We have found two devices of value. First and best is the use of models; second the use of dissected figures previous to three dimensional figures.



Our model system was used mainly for Trigonometry for such problems as those on pages 34 and 52 of our text, but could well be used for the three dimensional problems in Geometry. And there are lots of them in Geometry 1 even before Chapter XIV. The system used consisted of a board about 16" square used as a base, pieces of fibre board in assorted sizes from 3" x 6" to 6" x 10", and pieces of stiff No. 9 wire in lengths from 3" to 15". The base board was cut with several slots in which the fibre board fitted snugly, and a series of holes in which the

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wires could be supported rigidly. The better the fit the neater the figure resulting. All parts were painted a fairly dark green and yellow chalk was then used to trace lines and mark dimensions. The wires were left with sharp ends and could then be wedged in position on a slope if necessary. The pieces of fibre board act as walls or sign-boards etc., the wires as masts, poles, trees, etc., or merely to represent lines in space. Pieces of fine string or light soft copper wire were used at times as an adjunct to the above equipment. Another valuable addition is a flashlight to use as the sun in shadow problems. If all parts are kept in rough proportion a check on answers is available.

The model when built up shows up the basic relations and the individual triangles in the figure. The steps of most solutions are quite apparent. Each triangle involved can then be sketched on the blackboard and given and required dimensions noted. We found this process to lead very effectively to a three dimensional figure which seemed real and not a mystery.

For space figures which are solids we found the best solution to lie in the use of solid models. Potatoes were a favorite of ours but we also used clay and plasticine and even apples for spheres. One enterprising student made a set of conic sections from clay, let the parts harden with pins arranged so that the cone could be reassembled. Paper models tend to be rather awkward but we could find nothing better for surfaces of solids or container problems.

For our group these devices helped

to make the subject alive and real. Certainly they aroused interest and as they were used by the students themselves, they formed a self-teaching device of value. The students learned to look at a space diagram and visualize it in three dimensions.

The Tower of Babel

By D. L. SHORTLIFFE, M.A.,
Victoria High School, Edmonton

A great essayist said one time that language was invented to conceal thought. An examination of textbooks on mathematics lends color to his statement. Mathematicians are inclined to pose as exponents *par excellence* of clarity of thought and expression. A careful reading of their writings gives rise to serious doubts. It is the purpose of this article to point out a few of the more elementary, but none the less devastating, of their offences against linguistic consistency and intellectual probability.

Consider the following definition: "A positive number is a number which is preceded by a plus sign; a negative number is a number preceded by a minus sign."

If this statement means anything at all, it means, for example, that 7 is positive if preceded by a + and the same 7 is negative if preceded by a -. The young learner gets the idea that for some mystic reason the same number 7 is sometimes positive and sometimes negative. The authors, of course, are trying to say that the number +7 is positive and the number -7 is negative; the sign is a part of the number, not a handle attached externally to it. The sort of fuzzy thinking contained in this definition is particularly disconcerting to the bright pupil. The dullard slogs along, asks no questions and lives in the same murky atmosphere as the authors.

The fact is that we use three kinds of +: a + which refers to the operation of addition, a + which refers to position on the number scale, and a + which refers to direction on the number scale. The same is true of -. If we ever succeed in blowing the dust out of our brains we shall have separate names and symbols for these three concepts. Meanwhile the brighter of our pupils will have to suffer, in silence or otherwise, while we pontificate on the glorious subtleties of elementary mathematics. The sluggards in our classes, as suggested above, will execute faithfully and stupidly their mechanical manipulations of pencil marks and in some cases will be rated as high as their more troublesome brothers who have sense enough to put us on the spot once in a while with a good jolting question. Incidentally, the above definition is taken from *Algebra for Today*, by Betz Robinson and Shortliffe.

There are so many scandals in our mathematics textbooks that it is hard to select the small number our limited space will permit us to discuss. Perhaps a few more could be pointed out in a subsequent article. May we refer to one more at present.

If a psychiatrist will take the time to read the multitudinous and warring definitions and illustrations of *function*, he will have a case history to challenge his best efforts. Now it is obvious that many a concept in mathematics is capable of numerous perfectly legitimate definitions. Moreover, it is frequently necessary to give relatively crude and tentative definitions to the beginner, these elementary definitions to be "sandpapered and polished" gradually as the student advances and experience makes possible a progressive clarification of his concepts. This in itself will provide sufficient variety of definition. There is nothing wrong in this. But what are we to think when definitions are given which are in-

consistent if not mutually destructive? What are we to say when these linguistic suicides are perpetrated by the same author in the same book?

A fairly good elementary definition of function is the following from *Differentials and Integral Calculus*, by Middlemiss (McGraw Hill, 1940): "Let x denote a variable to which values may be assigned arbitrarily; let y represent a variable that depends on x in such a way that its value is determined when that of x is specified. We say, under these conditions, that y is a function of x ; we call x the independent variable and y the dependent variable. . . . Thus the quantity $x^2 - 8x + 12$ is a function of x since its value is determined when that of x is specified. . . ."

Despite a few glaring linguistic inadequacies, this may be taken as a fairly good, tentative definition. The fact that the author gives two names to y , viz., function of x and dependent variable, is harmless. Also his further pronouncement: "The statement that ' y is a function of x ' is abbreviated by writing

$$y=f(x),"$$

is perfectly legitimate because perfectly intelligible. But what is our dismay when we find the author, further on in his book, referring to "the function $y=f(x)$ "! Here he gives us an equation in two variables and calls it a function. According to this the equation $y=x^2-5x+6$ is a function of x . But he already has called the function the dependent variable. Therefore the equation is the dependent variable! The statement which asserts that y is a function of x is a function of x ! The equation $y=x^2-8x+12$ is the quantity $x^2-8x+12$! A clever student once defined diplomacy as double talk. Prof. Middlemiss, along with his spiritual brethren, is an expert at diplomatic mathematics. If language was not invented to conceal thought, it can be used at any rate to be-

fuddle it. The fact that the author's professional equals will know what he is trying to say with his bifocal vocabulary is no excuse at all. He is not addressing a meeting of the American Mathematical Society; he is taking to college freshmen. In a treatise written for veteran mathematicians, this sort of implicit sooth saying could be regarded as an amiable lapse on the part of a usually clear speaker. In a textbook for young learners it is devastating and hard to forgive. Moreover, the plea that such a linguistic maze has international sanction is a subconscious confession of guilt. The fact that an intellectual crime is international rather than local makes it more, not less, reprehensible.

We close with a couple of horrible examples:

"If x and y are thought of as rectangular coordinates of a variable point, a function $y=f(x)$ usually can be represented by a curve whose equation is $y=f(x)$. This curve is called the graph of the function."—Young, Fort and Morgan: *Analytic Geometry*, (Macmillan, 1936).

"Given the implicit function $x^2 + y^2 - 25 = 0$, find

$$\frac{dy}{dx}."$$

Plant and Running: *College Mathematics*, (American Book Co., 1939.)

These last two sufferers are trying by some sort of subterranean indirection to hint that in the given equation y is implicitly a function of x , viz., $\pm\sqrt{25-x^2}$.

May a kindly Providence help those of our students who are sufficiently sensitive to be bruised and shocked by such profound banalities!

The World of Science

This radio series from the University of Alberta comes over CKUA on

Thursdays at 8:45 p.m. The program for 1945 follows:

Oct. 18—D. B. Scott (Physics). *What Is Science?*

Oct. 25—J. W. Porteous (Elec. Eng.)

Nov. 1—W. Rowan (Zoology). *Conservation and the Game Situation.*

Nov. 8—Questions and Answers.

Nov. 15—O. J. Walker (Chemistry) *Chemists in Warfare.*

Nov. 22—A. G. McCalla (Plant Science).

Nov. 29—M. J. Huston (Pharmacy). *Modern Pharmacy.*

Dec. 6—Questions and Answers.

Dec. 13—J. L. Morrison (Chemistry).

Dec. 20—R. M. Hardy (Civil Eng.).

Dec. 27—Questions and Answers.

Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

ANDREW

A meeting of the Andrew Sub-local was held at Chernowehi School on June 22nd. Seventeen members were present. The salary schedule and janitors' salaries were discussed. A very interesting speech on Co-operation was given by Mr. Wm. Romanuk of Andrew, which was followed by a lengthy discussion. After the meeting a very delicious lunch was served by Mrs. S. Tomashewsky.

On September 28th, a re-organization meeting of the Andrew Sub-local was held in Sachava School. Nineteen members were present. The following were chosen as members of the Executive for the coming year: Pres., Mr. N. Strachuk; Vice-Pres., Mr. M. Krywan; Sec.-Treas. and Press-Cor., Mrs. A. Bevington; Councillor, Mr. P. Farris; Nominating committee, Mr. G. Topolnitsky; Auditor, Mr. P. Huculak. After the meeting delicious refreshments were served by Mr. and Mrs. P. Farris. Miss J. Bessity, Miss A. Nikforuk and Mr. E. Danelenko. A good time was had by all.

BOYLE

The reorganization meeting of the Boyle Sub-local was held at the home of Miss O. T. Forbes on the evening of September 28, with seven of the eleven members present.

With Mr. W. A. Deeprose presiding, the minutes and financial statement were read and approved. The following new officers were elected: President, Miss M. Andruski; Vice-President; Miss O. T. Forbes; Secretary-Treasurer, Miss C. A. Bower; Press-Correspondent, Mr. A. J. Wilkie. Mrs. Forbes was retained as District Councillor. Mr. Wilkie was nominated to look after the use of the projector, and Miss Forbes as Librarian for the Central Library.

Suggestions were offered by various members for making future meetings more interesting. At the next meeting, Mr.

Deeprose is to lead a discussion on Remedial English.

The meetings of the Local will be held in the high school building at 7.30 p.m. on the last Saturday of every month.

At the close of the meeting a delicious lunch was served by Miss Forbes, and a pleasant social hour was enjoyed by all.

CHINOOK-CEREAL

A meeting of the Chinook-Cereal Sub-local was held October 12th, following the A.T.A. meeting at the two-day convention held in Hanna. The new executive is as follows: President and Board Representative, Mrs. J. C. Charyk; Sec.-Treas., Mrs. Clifford Olsen.

CLANDONALD-DEWBERRY

At the re-organization of the Clandonald-Dewberry Sub-local, held Sept. 29, at Clandonald, the following officers were elected: President, Mr. D. Clark; Vice-President, Miss J. Smith; Secretary-Treasurer, Mr. A. Convey; Councillor, Mr. M. Bruce; Press-Correspondent, Miss C. Smith. During the course of the meeting a report regarding the Fall Convention, salaries and financial statement of the Division, was given by Mr. Bruce. Following some discussion, it was finally agreed that all meetings will be held on Saturday afternoon, the date of the next to be decided at the Convention.

COALDALE

On October 1st, the Coaldale Sub-local held their first meeting of the fall term in the Coaldale School. Members from Coaldale, White and Readymade were present. The new officers were elected as follows: President, Mr. Holt of Readymade; Vice-President, Mr. Wade of Coaldale; Secretary-Treasurer, Miss L. Bateman of Coaldale; Press-Correspondent, Miss M. Fath of White; Councillors to Leithridge Local, Miss E. Elford, Mr. E. I. Baker and Mr. Holt.

Officers to run for positions on the Leithridge Local were nominated. A discussion of programs for the year followed. The Readymade staff served a refreshing lunch.

DERWENT

The first meeting of the Derwent Sub-local for the year 1945-46 was held in Derwent Town Hall, September 29. The Sub-local was pleased to welcome the following new members: Misses M. Dach, A. Gidzinski, S. Odynsky, H. Rozka and A. Schur.

The new executive elected is as follows: President, Mr. D. S. Chrapko; Vice-President, Mr. M. Podelski; Secretary, Mr. W. C. Bober; Social Committee, Miss S. Odynsky, Mr. A. T. Rostrom, and Mrs. Podelski.

The discussion which followed included such topics as: corporal punishment, dates set for conventions, Division II Activity exams, and teachers taking days off. The

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next meeting is to be held October 20, at Dunn Lake School.

The meeting was followed by a delicious lunch.

FAIRVIEW-PEACE RIVER

A very successful convention was held at Fairview on October 4th and 5th. Ninety-five attended. The morning session opened by Mr. E. E. Oliver giving a sincere welcoming speech. Mr. J. Johnson, chairman of the Divisional Board, followed with a short address. Mr. Garrison, president, gave an informational talk on Education Week. Miss Frederickson, of Berwyn, gave a very educational physical education demonstration with Division II.

In the afternoon panel discussions were held by Mr. Wilson and Mr. Deane, Superintendents of Peace River and Fairview, respectively. Mr. Wilson's subjects were libraries, change of time, self-discipline, stimulation of school interest, and Track Meet. Mr. Deane brushed over register rules, and then solved many problems on subject instruction.

Miss E. Metz carried on with a "Community Economics" panel discussion, followed by Miss M. Gans, whose topic was "Reading". This was a very lively discussion. Mr. Bailey from Edmonton concluded the day by leading a most excellent enterprise discussion.

Mr. Schneider began the second day with a chorus of ten Division III girls. Mr. Bailey disposed of many fears by a well-prepared talk on Reading. Later a number of resolutions were passed, affecting physical training, high school examinations for Grades XI and X, and agriculture.

Officers elected were: President, R. H. Schneider; Vice-President, L. Kelly; Sec.-Treas., H. Dewar; Delegates to A.G.M., W. McGrath and G. Schurman; Councillor, L. Kelly. Sub-local officers have not been elected.

The "Highlight" of the convention was a lovely banquet on Thursday evening, served by the ladies of the W. I. We were convulsed with laughter by the stories of E. E. Oliver, our guest speaker, who has taught for thirty-nine years. The banquet was followed by a lively dance. From later reports, everyone enjoyed the convention thoroughly.

EGREMONT

The first meeting of the Egremont Sub-local was held at the home of Mr. and Mrs. Sheremata. The following officers were elected: President, Mr. Tanasluk; Vice-Pres., Mr. Murray; Sec.-Treas., Mrs. Sheremata; Press-Cor., Mr. Sheremata; Councillor, Mr. Skrowonski. Following the election of officers, Mr. Murray gave a report on the councillor's meeting. Later a lunch was served. It was decided that the next meeting would be held at the home of Mr. and Mrs. Skrowonski on Nov. 16.

November, 1945

FORESTBURG-GALAHAD

The Forestburg-Galahad Sub-local held their organization meeting on October 10th with seven members present. Mr. I. Birdsell was elected President; Mr. Fraser, Vice-President; Miss E. Robertson, Sec.-Treas.; and Mr. F. Condon, Councillor. A discussion followed on the Camrose Convention and the salary schedules of the Killam Division. The next meeting is to be held in the Galahad Galahad School on November 10th.

HAIRY HILL

A reorganization meeting of the Hairy Hill Sub-local was held in the Hairy Hill School on Friday, September 28th. After the correspondence and councillor's report were dealt with the Fall Convention was discussed. There was quite a lively discussion on "English in the Schools," and it was decided that we would deal with this topic at future meetings.

The following officers were elected: President, Mr. Nick Poohkay; Vice-President, Mr. Toma; Sec.-Treas., Mr. S. Tkachuk; Press Correspondent, Mrs. H. Grekul; Social Committee, Mrs. M. Demko, Mrs. Y. Waters and Miss H. Semrad; Councillor, Mr. S. Tkachuk, to continue until after the Convention.

The following meetings will be held on the first Friday of every month in Hairy Hill. After a delicious lunch served by the members of the Hairy Hill staff, the meeting was adjourned.

PONOKA

The Ponoka North Sub-local held its first meeting of the term in the Divisional Office on Saturday afternoon, October 13th. The election of officers for the present term took place. The new executive is as follows: President, Miss Elva Stretch; Vice-President, Miss Edith Malcher; Sec.-Treas., Miss Orla Evans; Councillor, Miss Ivy Hickmore; Program Convener, Miss Ruth Berdine; Press Reporter, Miss Thelma Sutherland.

There was an informal discussion on some of the individual problems of the various teachers. Some excellent suggestions were made and plans were made to arrange the year's program so as to make it both profitable and enjoyable for the members. The future meetings will be held on the first Saturday of every month at 2:30 p.m. in the Divisional Office. A hearty vote of thanks was given to the previous executive for the splendid work they did last year.

The meeting adjourned with every member anticipating the next meeting at which Enterprises in Division I are to be discussed.

RADWAY

Teachers of the Radway Sub-local met at Radway on September 19th to plan the year's work. An interesting discussion was led by Mr. H. A. Kostash. Topics under discussion were:

1. Enterprises in Div. I and II.
2. Enterprise Technique in Intermediate Grades.
3. Reading in Primary Grades.

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8. Teachers' Problems.
9. Organization of Programmes of Instruction.

After the discussion, the re-organizational meeting was opened by Mr. S. Boyko. The following were elected to the executive: President, Mr. J. Dubets; Vice-Pres., Mr. J. Wynnchuk; Secretary, Mrs. K. Gavinchuk; Press-Correspondent, Mrs. Z. Sawchuk; Councillor to Divisional Meetings, Mr. J. Dubets.

REDWATER

The first meeting of the Redwater-Opal Sub-local was held at the teachers of Redwater School (Ufford School) on October 3, 1946.

The slate of officers elected for the year were: President, Mr. Walter Chaba (re-elected); Vice-President, Miss Anne Yakimac; Secretary-Treasurer, Mr. Nick Krachy, Jr. (re-elected); Press-Correspondent, Mr. R. B. Hemphill.

It was decided that the place of meeting will be selected at each meeting. The date of the meetings will be the first Wednesday of every month. The November meeting will be held at the home of Mrs. A. Malowany of Amelita School. A fee of 25c was decided upon for correspondence by the local.

There was discussion regarding the idea of having both Sub-local and Divisional track meets. This seemed quite favorable to all. There was some discussion re the arranging for films for the schools, but the Secretary-Treasurer undertook to obtain more information about this matter.

An enquiry was made about the Division II Enterprise Project taken on by the Namao Sub-local, and most members approved of having the results printed for distribution among all interested teachers.

Nine members were present out of a total of thirteen, which was a good representation, but ALL are expected at the next meeting to help in the discussion and to give new ideas.

After the formal meeting a delightful lunch was served by the lady teachers of Redwater, which was interrupted by the unexpected visit of one of our furry friends "a mouse."

THORSBY

The Organization Meeting of the Thorsby A.T.A. Sub-local was held at the Thorsby School on Thursday, Sept. 27, at 8 p.m. Members of the executive were elected as follows: President, Miss Irene Nelson; Vice-Pres., Mr. Edmund Krukowski; Sec.-Treas., Miss June Crook; Press Corresp., Mr. William Lehman. Mr. Russell Petterson was elected to take charge of the projector and films.

It was decided to alternate meetings between Thorsby and Sunnybrook, on the last Tuesday of each month. This arrangement should be convenient to the greatest possible number of teachers of the sub-division, who are urged to attend all meetings. Members are requested to bring suitable questions for open discussion. The executive will provide items of social interest.

After a lively discussion touching on the above matters, the teachers were entertained and served lunch at the home of Mr. and Mrs. V. Pailer.

TOMAHAWK

The Tomahawk A.T.A. Sub-local held its organization meeting in the Tomahawk

High School. The following were elected for the coming year: President, Mrs. E. Rosa; Vice-President, Miss Jean McCallum; Sec.-Treas., Miss Ruth Friebe; Press-Cor., Mrs. Marion McGinn; Councillor, Mr. J. Overbo.

Program plans for the year were discussed. These will include visits to various schools, which proved so helpful other years.

Following the meeting a social hour was enjoyed. Mrs. J. Overbo and Miss McCallum were hostesses. A number of new teachers were welcomed and offered best wishes.

TWO HILLS

The Two Hills Teachers' Convention met on the second and third of October at Two Hills. There was a good attendance with Mr. Poohkay in the presidential chair. In his opening address he stressed service to the school and the community, inadequacy of present salaries to support that service, and security for teachers in their declining years by means of a satisfactory pension scheme.

Mr. Ponich, M.L.A., spoke on the cash value of personality, and stressed the need of teachers using their abilities to the fullest. Mr. Tomya, M.L.A., outlined the need of teachers doing all possible for the furtherance of democratic principles. This was followed by a few words of greeting by the Chairman of the Divisional Board, Mr. M. Syniuga. Mr. D. Lutzak, reeve of M.D. of Eagle, delivered his greetings by proxy.

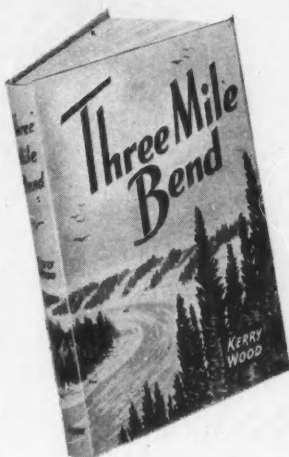
Resolutions committee elected consisted of Mr. Kelba, Miss Poserniuk, Mr. Zuar; and Mr. Chrapko and Mr. Rostron were elected for the press committee. The auditing committee consisted of Mr. Myskiw and Mr. Tymchuk. Mr. Hannochko, Inspector of Schools, closed the morning session with a short discussion on organization and administration.

The afternoon was largely taken up with a discussion, led by Mr. Hannochko, on curriculum problems. The present textbooks were criticized and their strong and weak points appraised. The time allowed for this part of the program was too short for all the material to be covered.

There was an enjoyable evening with a banquet served by the ladies of Two Hills and a well-attended dance. The guest speakers, Mr. Powell, Inspector Sparby, and Mr. J. W. Barnett, General Secretary of the A.T.A., gave very inspiring and enjoyable addresses.

The program Wednesday consisted of sectional meetings. In the elementary group, Mrs. Demko spoke on reading and Mr. Hohel chose arithmetic as his topic. Mr. L. Lesovich discussed Mathematics, and Mrs. Demchuk spoke on English in the intermediate section. The high school section, presided over by Mr. D. Chrapko, consisted of two lectures, the first delivered by Mr. Poohkay on Students' Activities, and the second given by Mr. Teresio on high school Social Studies. The forenoon was closed by our speaker, Mr. Powell, who spoke on Salaries, Pensions and Teacher-Training.

The afternoon session consisted of addresses by Mr. L. Chuk, Kostash, and Mr. J. W. Barnett. After the resolutions and teachers' problems were dealt with, the following officers were elected: President, Mr. N. Poohkay; Vice-President, Mr. D. Chrapko; Sec.-Treas., Mr. Wm. Teresio; and Provincial Councillors, Mr. Poohkay, Mr. Teresio, and Mr. Myskiw. The meeting closed with the singing of the National Anthem.



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